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MALAWI TEACHER PROFESSIONAL DEVELOPMENT SUPPORT PROGRAM

REVIEW OF EXISTING SUPPLEMENTARY MATERIALS FOR EARLY GRADE READING

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ABE/LINK
Malawi Teacher Professional Development Support
(MTPDS)

Review of Existing Supplementary Materials for
Early Grade Reading

**Prepared by Stephen Backman, McLloyd Polepole, Rosemary Ngalande, and
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**Submitted by: Creative Associates International,
RTI International, and Seward Inc.
under**

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Table of Contents

Table of Contents	iii
Acknowledgements.....	iv
Acronyms	v
Executive Summary.....	1
Background	2
Rationale	2
Introduction	2
Methodology	4
Summary of Findings.....	4
Complementary Basic Education readers.....	5
Malawi Breakthrough to Literacy readers.....	5
Primary School Support Program materials	6
Read Malawi materials	7
Materials developed under MTPDS.....	8
Printing and distribution of supplementary readers	9
Conclusion.....	9
Appendix 1. List of Officers and Institutions Consulted	1-1
Appendix 2. List of Supplementary Materials Reviewed—Sorted by Project Series and Recommended Standard	2-1
Appendix 3. Book-by-Book Review of CBE, MBTL, and PSSP Readers	3-1
Appendix 4. Cost Projections for Printing Supplementary Readers Nationwide	4-1

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Mrs. Margaret Chilimanjira	MIE
Mr. Max Iphani	MIE
Mr. Henri Chilora	MIE/Read Malawi
Mr. Sydonio Matope	MTPDS
Mr. Master Kalulu	MTPDS
Mr. Leslie Ndovi	MTPDS
Mr. Odala Banda	MTPDS

Acronyms

AIDS	Acquired Immune Deficiency Syndrome
CBE	Complementary Basic Education
CPD	Continuous Professional Development
DP	Development Partner
EMIS	Education Management Information System
GSM	Grams per Square Meter
HIV	Human Immunodeficiency Virus
ISO	International Standards Office
MBTL	Malawi Breakthrough to Literacy
MESA	Malawi Education Support Activity
MoEST	Ministry of Education Science and Technology
MIE	Malawi Institute of Education
MTPDS	Malawi Teacher Professional Development Support
MTTA	Malawi Teacher Training Activity
NPC	National Primary Curriculum
PB	Perfect Bound
PCAR	Primary Curriculum and Assessment Reform
PSSP	Primary School Support Program: A School Fees Pilot
SS	Saddle Stitched
USAID	United States Agency for International Development

Executive Summary

This review was undertaken in consultation with Malawi Institute of Education (MIE) to assess the suitability of currently available supplementary reading materials and develop recommendations for the printing and distribution of future supplementary reading materials to lower primary classrooms in Malawi under the Malawi Teacher Professional Development Support (MTPDS) program. The initial review completed in 2011 has been expanded to meet the needs of the Ministry beyond the MTPDS project.

MTPDS worked with MIE and commercial publishers to identify relevant supplementary reading materials that had been developed under previous USAID projects or through technical assistance from other donor agencies. These materials were evaluated against the following criteria: educational value, relevance of content, originality, creativity, readability, appropriateness of language, and cost-effectiveness. A detailed review of selected titles is provided along with a summary review for each of the series reviewed.

The review finds that supplementary materials produced under previous projects or through donor assistance are of varied quality and relevance but many can be used to strengthen literacy teaching and learning in Malawian classrooms. Recommendations are provided for how the Ministry of Education, Science and Technology (MoEST) and its development partners can use each series of readers. The MoEST and development partners should be encouraged to allocate resources to further utilize these previously developed readers by printing and distributing more copies to schools throughout the country as a complement to the National Primary Curriculum (NPC) materials and as an added support to literacy teaching and learning in lower primary classrooms.

However, the materials developed under previous projects or through donor assistance are not sufficient to complement all of the needs arising in the revised NPC. This is especially true in the development of foundational literacy skills in the early grades. Because the teaching of these foundational literacy skills is central to MTPDS's support to MoEST in providing continuous professional development (CPD) nationwide as well as through the more targeted Maziko a Kuwerenga literacy interventions in seven selected districts, MTPDS has worked in collaboration with the Ministry to begin addressing this need by developing a decodable reader workbook with accompanying teacher's guides. This is only one of the many efforts that will be needed—in addition to printing already available materials—to provide the types of supplementary materials necessary to effectively complement the NPC and facilitate quality teaching and learning in schools.

Finally, this review provides specifications and cost projections for the printing and distribution of the various sets of readers at the district and national level to assist the MoEST and its partners to effectively plan for the continued use of these reading materials in schools and classrooms throughout Malawi. It is hoped that rather than continuing to “reinvent the wheel” by developing their own materials, future education projects and activities will utilize these already developed materials and will widen their use and exposure to even more schools in a larger number of districts throughout the nation; at the same time, it is hoped that these

projects will develop additional materials that address gaps in the curriculum and in currently available materials.

Background

Malawi Teacher Professional Development Support (MTPDS) is a three-year United States Agency for International Development (USAID) project designed to support the Ministry of Education, Science and Technology (MoEST) to strengthen teacher education support and systems management, with an emphasis on completing and reinforcing its introduction of the Primary Curriculum and Assessment Reform (PCAR). MTPDS focuses on (i) strengthening teacher management and support systems, (ii) enhancing teacher performance, (iii) improving early grade literacy, (iv) enhancing the quality of primary teaching and learning materials, and (v) improving primary education-related monitoring and evaluation systems in close collaboration with the MoEST.

Rationale

One of the components of the MTPDS program is to support the MoEST to enhance the quality of primary teaching and learning materials available to schools in Malawi. This includes working with the MoEST and the Malawi Institute of Education (MIE) to review and evaluate lower primary supplementary reading materials that have been developed in the past under donor-funded projects. The ultimate intention of this review is to provide the MoEST, development partners (DPs), and other education stakeholders a comprehensive review of the materials available to supplement gaps in the National Primary Curriculum (NPC) content and build upon the materials currently available in schools. This review was undertaken in order to develop recommendations for the printing and distribution of future supplementary reading materials to lower primary classrooms in Malawi while also identifying gaps where additional materials will need to be developed. It was conducted in partnership with MIE, which helped to develop the review criteria and participated in a series of supplementary reader review workshops where all available supplementary readers were thoroughly evaluated and reviewed. The MoEST Supplies Unit provided support in establishing specifications and cost projections for the future printing and distribution of these materials.

Introduction

The new National Primary Curriculum of Malawi contains general developmental outcomes that learners are expected to achieve by the end of the primary cycle. The outcomes apply to six learning areas and are derived from a variety of policy documents, including the Malawi constitution and the PCAR needs identification report.

According to the curriculum,¹ the key skills that learners are expected to acquire include:

- to be able to communicate competently, effectively, and relevantly in a variety of contexts and multiple languages

¹ Ministry of Education (2004). *Primary School Syllabuses*. Domasi, Malawi: Malawi Institute of Education.

- to produce products and solutions through science and technology in a creative way and demonstrate respect for their environment to solve problems
- to demonstrate health-promoting behavior in their personal lives as well as their communities and wider environment with particular attention to prevalent diseases such as malaria, sexually transmitted diseases, and HIV/AIDS
- to demonstrate appropriate moral, ethical, and healthy behavior in accordance with acceptable norms and values of the society

The NPC also has a strong focus on the development of literacy skills, requiring teachers to utilize more literacy teaching and learning materials. However, currently, only one core textbook has been printed and distributed to schools for each learning area, meaning that learners have access to only a very narrow range of materials for literacy development. The provision of more textbooks and supplementary reading materials would allow learners to further develop and practice literacy skills.

In the meantime, MIE and other MoEST institutions, with support from MTPDS and other development partners, have recently reviewed, revised, and updated the PCAR curriculum materials, including the textbooks, teacher's guides, and syllabuses. These activities have resulted in newly revised editions of the early grade Chichewa and English subject textbooks and teacher's guides incorporating enhanced literacy teaching methods and content focused on developing the five core foundational literacy skills: alphabetic principle, phonological awareness, reading fluency, vocabulary, and reading comprehension. These revisions have created a need for supplementary materials that support the teaching of foundational literacy skills.

Therefore, this review considered existing supplementary materials to determine whether they met the specific needs in the revised NPC as well as those deemed important to creating enriched, literate environments in schools. To make this review as comprehensive as possible, MTPDS consulted with colleagues from the MoEST, MIE, DPs, and commercial publishers to identify all prior projects and other activities that have produced supplementary reading materials for the MoEST. (A full list of officers and institutions consulted is included in Appendix 1.) The identified activities and projects include the development of readers for complementary basic education (CBE) through support from GIZ, the Malawi Breakthrough to Literacy (MBTL) project, and a number of USAID projects. The USAID projects that were considered for the review include the Malawi Education Support Activity 2003-2006 (MESA), the Malawi Teacher Training Activity 2004-2008 (MTTA), the Primary School Support Program: A School Fees Pilot 2006-2009 (PSSP), Read Malawi 2009-2012, and the MTPDS program 2010-2013. The MESA and MTTA projects did not produce any readers relevant for this review, but materials from the other USAID projects are included in this review. In the end, supplementary reading materials from the following activities and projects were reviewed:

- CBE
- MBTL
- PSSP

- Read Malawi
- MTPDS

In addition, a survey of commercially produced reading materials was conducted to provide a list of all available materials. The list of these materials is provided in Appendix 2. Neither the commercially produced materials nor the Read Malawi materials were included in the more thorough book-by-book review.

Methodology

The process of evaluating the books was participatory, involving a combination of officers from MIE and MTPDS. Initially, MTPDS consulted with MoEST, MIE, and DPs to determine how many readers were produced under each of the aforementioned projects/programs. Then a list of readers and materials was drawn up. Next, all materials were collected and scrutinized against a set of review criteria developed in collaboration with MIE. A page-by-page review of the available supplementary readers (CBE, MBTL, PSSP and MTPDS) was conducted during a series of review workshops. Due to the large number of materials developed under Read Malawi, the MIE team separately analyzed all Read Malawi supplementary readers together as a complete series and then made general comments and recommendations on the series as a whole, which included a suggested list of readers (as provided in Appendix 2).

Key questions that formed the basis of the review of the supplementary materials included the following:

1. Is the content of the reader relevant for early literacy?
2. Is the content supporting the development of early literacy?
3. Are the stories original?
4. Is there creativity in the content?
5. Is the book readable in terms of its length?
6. Is it in large print suitable for young learners?
7. Is the language appropriate for the level of the learner?
8. What is the cost for procurement of the books?
9. What is the cost for distribution of the books?

A comprehensive list of all titles reviewed can be found in Appendix 2. A detailed review of all titles reviewed page-by-page can be found in Appendix 3. In the next section, a summary is provided of the reviews for the materials produced under each activity or project.

Summary of Findings

Readers and supplementary materials have been developed for use in primary schools in recent years under the following activities and projects: CBE, MBTL, PSSP, MTPDS, and Read Malawi. A team of MIE and MTPDS officers reviewed the materials from CBE, MBTL, PSSP, and MTPDS book-by-book. A detailed review of each title is provided in Appendix 3. Due to the large

quantity of reading materials produced under the Read Malawi project, a general review of the complete set of readers was conducted rather than a detailed book-by-book review. Below is a summary of each set of materials reviewed.

Complementary Basic Education readers

The CBE readers were developed through support from GIZ to be used as part of the larger CBE program within the MoEST. The CBE program focuses on teaching older learners the primary curriculum in an accelerated manner to give them the possibility of returning to the formal education system at a grade level appropriate to their achievement. Therefore, the curriculum content is similar to the early primary grades, but the targeted population is older than a typical early grade learner. The readers are divided into three different *gulus* (groups) based on level of difficulty in language and learning content. Each *gulu* contains four books written in Chichewa addressing a variety of Malawian topics and in different literary forms (e.g., short stories; nonfiction, factual accounts; narratives). In the recent version of the CBE Chichewa course, specific lessons have been written to guide facilitators in the use of the supplementary readers. The readers for CBE are copyrighted to the MoEST.

A team of MIE and MTPDS officers reviewed all 12 CBE books. In general, the CBE materials were evaluated to be of high quality, culturally relevant, and mostly appropriate for the early grades. The reviewers determined that the target grade levels for the books range from late Standard 1 to Standard 4. However, for the readers to be used for primary classrooms, the font would need to be enlarged with all italics removed, (they are currently printed in relatively small print that is not suitable for young learners). With regards to the content of the readers and illustrations, the majority of the content is appropriate for young learners with the exception of a few examples that should be adjusted or changed to accommodate the sensitivities of younger children (e.g., a few illustrations are too graphic). In addition, a few of the illustrations do not match the text and therefore need to be readdressed to facilitate greater comprehension, prediction, and fluency. The Chichewa language used in the books also should be reexamined, as some of the language is not in standard Chichewa. It appears that some phrases translated from English were translated literally (not accounting for idiom), leading to a clumsy and awkward phrasing and potentially inhibiting reading fluency. Most of Gulu 3 should be rewritten, since the language does not flow well and does not capture the interest of young learners.

The overall recommendation is that this series of readers is of high quality and is appropriate for early grade reading. If it is to be used in primary schools, the series would need to have the font enlarged, a few illustrations changed to be more appropriate, and some of the language adjusted to be reflect standard Chichewa, which flows more fluently.

Malawi Breakthrough to Literacy readers

The MBTL program was piloted in two districts, Dowa and Zomba, by the Molteno Project through the support of the UK Department for International Development from 2004-2005. The program stems from similar successful projects designed by Molteno and implemented in other southern African countries. The materials used for Malawi were adapted from these previous projects for purposes of the pilot. After the pilot ended, the MoEST decided not to continue

using the MBTL readers due to the excessive costs of paying royalties to Molteno who are the copyright holders of the materials.

A team of MIE and MTPDS officers reviewed all 10 of the MBTL readers. In general, the materials were deemed to be of high quality and appropriate for early grade reading instruction. The reviewers determined that the target level of the books ranges from Standard 1 to Standard 3, with a strong focus on developing the basic skills of reading fluency, comprehension, and vocabulary. The books are structured in a way to build upon the foundational skills of reading by reinforcing emerging skills through repetition, vocabulary building, and contextual cues. Although the reading levels of the books are quite appropriate for the early grades, the reviewers felt that the content was not completely relevant to Malawian learners. Much of the content seems to be adapted directly from South Africa with regards to the specific content, topics, illustrations, and issues presented in the books. As a result, some of the topics and/or illustrations may be deemed inappropriate by teachers and parents within Malawian society (e.g., portrayal of an old man molesting a girl, pooping babies). Thus, it would be advisable to review the content and illustrations with a focus group and adjust accordingly. In addition, the text appears to be a direct, literal translation from English, leading to some awkward phrasing and lack of flow in some of the books. The style of illustrations also seems to be from another country, so it is recommended that they be redone by a Malawian artist.

The overall recommendation is that the series is instructionally appropriate for early grade reading, as it is structured to reinforce and build upon the foundational reading skills. Some of the Chichewa language should be readdressed to reflect natural language rather than literal translations from English. The topics and illustrations should be reviewed to make sure they are appropriate to the Malawian context and adjusted accordingly.

Primary School Support Program materials

The PSSP was a USAID project that took place from 2006 to 2009 in Dowa District. As part of the project, a series of 10 books was locally developed and produced. The books are divided into three series: *Mmela n'poyamba*, *Kanthu n'khama*, and *Luso lathu*, although none of the series seem to be based on any specific theme or topic. Each series is a collection of disparate short stories, poems, folk tales, and other adaptations written by non-professional writers from the Dowa District, including teachers, learners, and other community members. All but one of the books are written in Chichewa. The Chichewa language used in the books largely reflects the dialect used in Dowa District. Each book is of a different length (from 16 to 47 pages) with little uniformity in the frequency and type (color or black and white) of illustrations, making it more difficult to plan for budgeting and distribution than the other series, which have a uniform number of pages and illustration types. The MoEST has unrestricted access to the PSSP readers.

A team of MIE and MTPDS officers reviewed the nine books written in Chichewa. In general, the books were deemed to be culturally relevant but of rather poor quality in terms of language and literature. Because the books were written by non-professional community members of Dowa District, the quality of writing is not at the standard that would be expected of professionally published materials. In addition, the Chichewa language used in the books reflects the dialect spoken regionally around Dowa District but does not reflect the standard Chichewa taught in

the national primary curriculum materials. The reviewers determined that the appropriate grade levels for the PSSP materials would be from late Standard 2 to Standard 4, with one book being too advanced for lower primary grades. Most of the content is highly relevant to Malawian society, but the readers are not organized in a thematic manner, so there is no logical flow to the books and it is difficult to identify what topics or learning areas the books could be used for. The illustrations are mostly in black and white, with many of the illustrations not matching the text that they accompany. This would need to be adjusted to facilitate the development of prediction, comprehension, and reading fluency skills. The books address issues important in current Malawian society, such as HIV/AIDS, gender issues, the value of education, and other moral values.

The overall recommendation is that although the PSSP readers are highly relevant to Malawian culture and society, the quality of the writing and language are not at a level that would be useful for teaching the foundations of reading. The non-standard Chichewa used in the books could be misleading to beginning readers, and the non-professional writing would not promote models of quality writing for beginning readers and writers. It is thus recommended that the PSSP readers would be best used after learners have mastered the basics of reading, at which time the PSSP readers could be used to provide learners with exposure to other varieties of Chichewa writing and language produced in Malawi as examples of the type of writing they could be expected to produce during their primary school years. The readers could also be used for their content, which might be applicable to other learning areas but not necessarily used for reading instruction.

The posters developed under the PSSP project are very useful in schools, but they support numeracy instruction and are therefore less useful in supporting literacy development. The Big Books developed under PSSP are listed in Appendix 2, but they were not reviewed because there were no copies available at the time of the review.

Read Malawi materials

Read Malawi was a USAID project that ran from 2009 to 2012. The project developed and printed 180 supplementary readers that are meant to complement the national primary curriculum materials throughout Standards 1-3. The books are accompanied by lesson plans that guide teachers throughout the academic year. A list of Read Malawi titles, in both English and Chichewa, determined by the MIE team as suitable for Standards 1 to 3 can be found in Appendix 2. The readers come with accompanying teacher's guides and activities. The books are of high quality with attractive color pictures and engaging stories. The content was developed in collaboration with MIE and the MoEST, utilizing local knowledge and participation to ensure the content is relevant to Malawian society. MIE holds the copyright to the Read Malawi materials.

Due to the large number of readers in this series, no book-by-book review was conducted of the Read Malawi books as with the other series. Nonetheless, many of the MIE and MTPDS officers involved in this review were quite familiar with the Read Malawi books because they had been involved in their development or implementation during the project. The reviewers' general recommendation is that the Read Malawi books are of high quality and are very appropriate for early grade reading instruction in Malawi. The books are especially useful in developing learners'

reading fluency and comprehension skills after students have been introduced to foundational reading skills. The books can be used as an effective complement to the national primary curriculum.

Because the Read Malawi books and their supporting materials have recently been printed and distributed to a significant number of schools throughout Malawi, it is recommended that the Ministry consider building upon this valuable teaching and learning resource by ensuring that its content is incorporated into future teacher training and curriculum materials as well as look into ways to further print and distribute the materials to schools that have not yet received them.

Materials developed under MTPDS

Although the books reviewed above from previous donor-funded projects were found to be suitable for supporting early grade reading instruction and learning, none were designed specifically for the development of the initial reading skills of alphabetic principle and phonological awareness, which have been deemed foundational for learning how to read. Recently, methods and content that specifically address these skills have been incorporated by MoEST into the revised Standard 1-4 national primary curriculum and accompanying materials. In addition, a series of national Literacy Continuous Professional Development (CPD) Module trainings were conducted in 2011-2012 that provided training to all Standard 1-4 teachers throughout the nation on the instruction of these foundational reading skills.

Therefore, the MTPDS program, in collaboration with the MoEST and MIE, developed the *Nditha Kuwerenga* learner's book and teacher's guides as complements to the revised national primary curriculum and CPD training materials. These materials are part of the MTPDS-supported *Maziko a Kuwerenga* literacy intervention trainings, which have been conducted by MoEST in the seven districts of Salima, Ntchisi, Mzimba North, Ntcheu, Zomba Rural, Blantyre Rural, and Thyolo and which focus on developing learners' foundational reading skills.

The *Nditha Kuwerenga* materials were developed in collaboration with government officials from the MoEST, MIE, Centre for Language Studies, Centre for Educational Research and Training, Teacher Training Colleges, and Domasi College of Education. *Nditha Kuwerenga* was developed to complement the recently revised versions of the PCAR curriculum materials. The materials were trial tested in two schools in Salima and five schools in Ntchisi prior to finalization, printing, and distribution to all schools in the two districts during September 2011 and subsequently to the five new districts in March 2012. *Nditha Kuwerenga* was designed to be comprehensive (71 pages long) so that it can be used by learners throughout the entire school year. The reader workbook systematically complements the existing Chichewa textbooks for Standard 1 by providing well sequenced material that is consistent with the recently revised PCAR curriculum materials. *Nditha Kuwerenga* can also be used for remedial or revision purposes.

Another key strength of the *Nditha Kuwerenga* reader is that like the Read Malawi readers, it has an accompanying teacher's guide that provides a comprehensive set of lesson plans to bring the content of the reader to life in the classroom. These guides focus on effective practices for teaching reading, including basic skills such as phonological awareness; letter knowledge and letter sound identification; syllable, word, and sentence reading; vocabulary; and

comprehension. The teacher's guide was distributed to teachers during CPD training in each of the seven MTPDS intervention districts. Copies of the teacher's guides are also being distributed to all schools throughout the nation by early 2013.

The reader was designed to be cost-effective, with all illustrations being printed in black and white and all content for an entire school year contained within the 71 pages of the book. However, the reviewers noted that although the use of black and white illustrations in the MTPDS reader is cost-effective, it has also created some problems. For example, at one point the reader requires that learners identify the lady in the story who is wearing red, which they cannot do because the picture is in black and white. Additionally, some of the illustrations need to be improved in quality. It has also been noted that the size of the book (A4) is too large for learners to comfortably use on their laps in classrooms with no desks. These issues will need to be addressed and improved in the future. The MoEST has unrestricted access to the materials in order to make any improvements or changes deemed necessary.

Printing and distribution of supplementary readers

To establish the cost estimates for printing and delivering the various supplementary readers reviewed under this activity, MTPDS worked in consultation with various MoEST institutions, including the Supplies Unit, Education Management Information System (EMIS), and MIE to determine the specifications of the different series of readers, the number of books that would need to be printed, and the costs of distributing the books to primary schools throughout the nation. MTPDS supported MIE and the Supplies Unit to draft procurement and distribution plans, make estimates of costs, and make adjustments according to the number of districts to be covered. Because the costs for printing and distribution are contingent upon the total number of books procured, estimates were made for both district- and national-level distribution. A detailed table of cost estimates is provided in Appendix 4.

The overall costs of printing the different series nationwide are as follows:

- CBE Readers Series = MK 498,889,400.10
- MBTL Readers Series = MK 469,778,852.30 (Plus royalty fees)
- PSSP Readers Series = MK 1,250,232,156.25
- MTPDS-Nditha Kuwerenga = MK 318,892,250.16

Conclusion

To provide the MoEST and its education partners with a comprehensive picture of the availability of supplementary readers for use in Malawian primary schools, MTPDS supported MIE in conducting a review of all supplementary readers developed under previous education projects and activities. This review activity provides a summary of each of the series that have been developed in the past as well as a book-by-book review of the CBE, MBTL, and PSSP readers. The overall findings are that the majority of books developed are of good quality and could be used to effectively support teaching and learning in primary schools. Suggestions are made concerning which grades and subjects each book and series should be used for, as well as

recommendations for changes that would be necessary to make the books more accessible and applicable to early grade learners.

During the review, gaps were identified that show a lack of reading materials focusing on the development of foundational reading skills, especially the alphabetic principle and phonological awareness, through decodable readers. As such, MTPDS has worked in collaboration with MoEST and MIE to develop one such reader with accompanying training materials and teacher's guides to support teachers and schools in providing quality early grade reading instruction. There is still a need for more supplementary materials to be developed for the initial stages of reading.

In addition to reviewing the readers, MTPDS also worked with MoEST and MIE to develop cost estimates for the printing and distribution of the supplementary readers to the national and district levels. These estimates are meant to provide guidance to the Ministry or other education partners on the level of resources that would be required to provide the supplementary materials to schools at various levels.

Although this review has explored a number of supplementary readers developed in the past that are suitable complements to the NPC, it has also revealed a great lack of availability of these materials in schools. It is recommended that the MoEST—along with its education partners—work toward printing and utilizing the already available materials while also continuing to identify gaps where materials have not been developed and making efforts to address these gaps by developing supplementary reading materials focused on developing children's reading skills and supporting teachers to effectively provide reading instruction in their classrooms.

Appendix 1. List of Officers and Institutions Consulted

Name of Officer	Institution
Davie Kaambankadzanja	MIE
Foster Gama	MIE
Margaret Chilimanjira	MIE
Max Iphani	MIE
Selina Mkweteza	MIE, Read Malawi
Henri Chilora	MIE, Read Malawi
Annie Botha	EMIS, MoEST
Enock Matale	EMIS, MoEST
Maclean Kaunda	EMIS, MoEST
Alex Chipungu	Supplies Unit, MoEST
Odala Banda	MTPDS
Leslie Ndovi	MTPDS
Master Kalulu	MTPDS
Sydonio Matope	MTPDS
GIZ – Provided feedback on CBE readers	
Maneno Book Store (Lilongwe) – Provided information on commercially published readers in Malawian languages	
Kris Offset Printing (Blantyre) – Provided cost projections for all series of readers	

Appendix 2. List of Supplementary Materials Reviewed—Sorted by Project Series and Recommended Standard

Standard ²	Title
Complementary Basic Education (CBE)	
2	Kuyambira kumunda kuthera kunsalu (Gulu 1)
	Gulu lempira la mlambe (Gulu 1)
	Koda atangwanika tsiku lonse (Gulu 1)
	Pipi, pipi! Tonse tikwere! (Gulu 2)
	Chikondi apita ku tawuni koyamba (Gulu 3)
3	Ali ndi Margo (Gulu 1)
	Masamu ngofunika ngati? (Gulu 2)
	Kudziwa chochita pa malonda (Gulu 2)
	Fisi wosakhulipirika (Gulu 2)
	Chifundo mu mtengo wa mango (Gulu 3)
	Chitsime cha nyama (Gulu 3)
4	Kuteteza mitengo ya m'Malawi (Gulu 3)
Malawi Breakthrough to Literacy (MBTL)	
1	Banja Lathu
	Ku nyumba
	Ku sukulu
2	Mwana wathu
	Fungo
	Zochitika zapadera
3	Chakudya
	Nthano za nyama
	Kugula zinthu
	Mvula ndi mphepo
Primary School Support Project (PSSP) Readers	
2	Mmela n'poyamba: Buku loyamba
	Mmela n'poyamba: Buku lachiwiri
	Mmela n'poyamba: Buku lachinai
3	Mmela n'poyamba: Buku lachitatu

² Appropriate standards for each book in the CBE, MBTL and PSSP series were determined by the review team.

Standard ²	Title	
	Kanthu n’khama: Buku loyamba	
	Kanthu n’khama: Buku lachiwiri	
4	Luso lathu: Buku lachiwiri	
	Kanthu n’khama: Buku lachitatu	
Above Standard 4	Luso lathu: Buku loyamba	
	Power of the mind (English)	
PSSP Big Books (not reviewed book-by-book)		
Kamdothi		
Mtsikana wa dengu		
Kalulu akana kukumba chitsime		
Mada oyiwalayiwala		
Ine ndi anzanga		
Wadziloza Yekha		
Kukaona anthu kumudzi		
Mponda wa ku Mponera		
Tsiku lobzala mitengo		
Sitolo ya Mataya		
Moto kumudzi		
Mayo ndi pensulo lake		
Mbiri ya John Chilembwe		
Mbiri ya Vera Chirwa		
Mbiri ya Henry Masauko Chipembere		
Mbiri ya Rose Chibambo		
Mbiri ya William Kamkwamba		
Mbiri ya dziko la Malawi		
Malawi Teacher Professional Development Support (MTPDS)		
1	Nditha Kuwerenga	
Standard ³	Read aloud	Guided reading
Read Malawi		
1	Kalulu, Mvuu ndi Njovu	Nthawi ya m’mawa

³ Due to the large number of Read Malawi books, the review team was not able to conduct a book-by-book review to determine the appropriate standards for each book. Therefore, the designated standard levels for the Read Malawi books listed in this table were suggested by the Read Malawi team at MIE. These may not necessarily match with the standards levels identified for the other series which were reviewed by the review team.

Standard ³	Read aloud	Guided reading
	Angagwire Kalulu ndani?	Mphaka pa mphasa
	Mpikisano wothamanga	Wombani m'manja
	Mlimi woyiwalayiwala	Tafuu! Tafuu!
	Kalulu ndi Fisi	Kodi ndiwe owoneka bwanji?
	Kamba wanzeru	Mphuno za nyama
	Undiuze momwe ndinapezera dzina langa	Banja lathu
	Mdzaona athandiza abale ake	Selina ndi Pelina
	Msika ofunikira	Mphatso asankha
	Tchete ndi anzake	Kodi anzanga ndi ati?
2	Khumbo ndi Chiwala	Mayamiko
	Chifupa Galu wanga	Andereya ndi Ketu
	Ana osamvera	Tchete, Njoka ndi Kadzidzi
	Achule adandaula	Kusamalira mayi Malawi
	Ubwezi weniweni	Abwezi abwino
	Who will catch the hare?	The cat on the mat
	The forgetful farmer	Munch! Munch!
	The great race of Chitenga	Clap! Clap! Clap!
	Hare and Hyena	What shape are you?
	Tchete and friends	Who are my friends?
3	Nkhalango ya mizimu	Vimbuza: gule wochizira matenda
	Kumaliza ndi Kalulu	Galu ndi Mphaka wa Apatso
	Mlenje ndi Fisi	Mazira am'tchire
	Chidiso mumtolo	Mphaka ndi mbewa
	Maloto a zaluso	Yankho katswiri wampira
	Chifupa the naughty Dog	Andrew ndi Kate
	Khumbo and the grasshopper	Mayamiko
	Children without ears	Lovebird, Snake and Owl
	Frogs complain	Caring for mother Malawi
	Perfect, just the way I am	The wildlife festival
	Best friends	Good friends

Commercially published readers (not reviewed in this report)

Language	Title	Author
Cambridge African Language Library Series – Cambridge University Press		
Chinyanja	Kuyasamula N’kopatsirana	Lyn Stonestreet (Translated by Max J. Iphani)
	Vusilala Chiphona	Fred Mouton (Translated by Max J. Iphani)
	Matelesi a Dalitso	Marjorie van Heerden (Translated by Max J. Iphani)
	Kambuzi Kosokera	Alida Bothma (Translated by Max J. Iphani)
	Nyimbo ya Lireni	Elizabeth Pulles (Translated by Peter J Khomani)
	Edi Njobu	James Durno (Translated by Max J. Iphani)
	Dolofi Acheza kwa Farida	Marjorie van Heerden (Translated by Max J. Iphani)
	Kodi Atate anu Amachita Nkonono?	Marjorie van Heerden (Translated by Max J. Iphani)
	Kuchenjera kwa Bilimankhwe	Monika Hollemann (Translated by Max J. Iphani)
	Dzino lotupa la Ng’ona	(Translated by Max J. Iphani)
E + V Publications (PO Box 131, Chileka, Malawi; email: egmpanga@yahoo.com)		
Chichewa	Ndayamba Kuwerenga (alphabet book)	Egidio Hermes Mpanga
	Nkhuku ndi Ng’ona	Sylvester J. L. Ngoma
	Kangaude ndi Kamba	Sylvester J. L. Ngoma
	Chikondi Adziwa Zoon	Peter Ngalawa
	Kuipa kwa Kuba	Sylvester J. L. Ngoma
	Ndi Amnzanga ndi Nkhani Zina	John J. Chibweza
	Nthano ndi Nkhani	Sylvester J. L. Ngoma
	Mkango ndi Kalulu	Sylvester J. L. Ngoma
	Chule Afunsira Chibwenzi	Sylvester J. L. Ngoma
	Chimunthu-bulu	Sylvester J. L. Ngoma
	Taleka N’talawa Adatha M’phika	Sylvester J. L. Ngoma
	Makhalidwe Osayenera	Sylvester J. L. Ngoma
	Mawu a Tinkanena	Egidio Hermes Mpanga
	Chinyamata Chabwino	Sylvester J. L. Ngoma
	Kuipa kwa Kusamvera	Sylvester J. L. Ngoma
	Kalengedwa ka Mwezi	Sylvester J. L. Ngoma
	Ng’ona ndi Munthu	Sylvester J. L. Ngoma
	Maphunziro	Sylvester J. L. Ngoma
	Chifukwa Chimene Munthu Akamwalira Samaukansa	Sylvester J. L. Ngoma

Language	Title	Author
Ciyawo	Buku Jandanda Pakuwalanga (alphabet book)	Edigio Hermes Mpanga
Jhango Junior Readers (PO Box 1259, Blantyre, Malawi)		
Chichewa	Chifuniro	Florida K. Banda
	Nyadani	I.D. Zabuloni
	Ngoza	I.D. Zabuloni
	Tisamale Mitengo	NPC Mtchini
	Mbuzi ndi Nsato	Henry J. Malunda
	Madandaulo a Ntchentche	I.D. Zabuloni
	Timba ndi Kadzidzi	H.J. Malunda
Heinemann – Junior African Writers Series (J-A-W-S)		
Chichewa	Dama ndi Zipatso	Robin Martin (Translated by James L. Ng’ombe)
	Munda Wanga (wordbook)	Translated by James L. Ng’ombe
	Sukulu Yanga (wordbook)	Translated by James L. Ng’ombe
	Tauni Yanga (wordbook)	Translated by James L. Ng’ombe
	Kumbire ndi njinga yofiira	Nola Turkington (Translated by James L. Ng’ombe)
	Nyumba ya Chika	Ifeoma Okoye (Translated by James L. Ng’ombe)
	Mbendera yofiira	Cyprian Ekwensi (Translated by James L. Ng’ombe)
Oxford University Press – Pologalamu Yowerenga Series		
Chichewa	Tianapiye tisane ndi tiwiri	
	Fisi wadyera	
	Mada apita ku Sukulu	
	Mbuzi yotchedwa Matata	
	Mphemvu yotchedwa Uve	
	Bwenzi laubweya	
	Dotolo Kamba	
	Mfumu yatsopano	
	Mphaka wotchedwa Changu	
	Kodi Ndalama zili kuti?	
	Mphatso aphunzira ku sambira	
	Nthawi Yanga!	

Appendix 3. Book-by-Book Review of CBE, MBTL, and PSSP Readers

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
CBE (Gulu 1) <i>Kuyambira kumunda kuthera kunsalu</i>	<u>No. of pages:</u> 16 <u>Size of book:</u> A5 <u>Size of font:</u> Medium-small (14) <u>Illustrations:</u> <ul style="list-style-type: none"> • Color • Large • Every page 	Brief summary <ul style="list-style-type: none"> • A story about the processes involved in making a piece of cloth Social/cultural relevance <ul style="list-style-type: none"> • About chitenje, which is common attire in Malawi • Cotton is grown in many parts of Malawi Genre/literary style <ul style="list-style-type: none"> • Non-fiction • Descriptive account of making cloth Themes/moral lessons <ul style="list-style-type: none"> • Interdependence • Process of manufacturing requires many steps • Entrepreneurship • Patience 	Originality/creativity of story <ul style="list-style-type: none"> • Original description, which brings the process of making cloth to life Effectiveness in provoking images/emotions <ul style="list-style-type: none"> • Provides tangible images of how cloth is processed and made • Creates appreciation in the reader of complexity of the process of making cloth Effectiveness in capturing readers' interest <ul style="list-style-type: none"> • Description is engaging, keeps one wanting to go on reading from step to step in the process of making cloth Quality and appropriateness of illustrations <ul style="list-style-type: none"> • Clear and detailed illustrations • Uses some images that are not common in Malawi (e.g., specialized tractor) 	Appropriate standard (term) <ul style="list-style-type: none"> • Standard 2 (Term 1) but needs enlarged font for younger readers • Standard 3 upwards, for content Language skills reinforced <ul style="list-style-type: none"> • Vocabulary development • Reading fluency • Comprehension Subjects/themes addressed <ul style="list-style-type: none"> • Social and environmental studies • Agriculture, science, and technology • Expressive arts • Life skills Suggested use <ul style="list-style-type: none"> • For guided reading • As an independent reader

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
CBE (Gulu 1) <i>Ali ndi Margo</i>	<u>No. of pages:</u> 16 <u>Size of book:</u> A5 <u>Size of font:</u> Medium-small (14) <u>Illustrations:</u> <ul style="list-style-type: none"> • Color • Large • Every page 	<p>Brief summary</p> <ul style="list-style-type: none"> • Story about a lazy grasshopper who learns the value of hard work from his friends the ants <p>Social/cultural relevance</p> <ul style="list-style-type: none"> • Friends can help change behaviors for the good • Talks about helping others, which is a core Malawian value • Depicting the dangers of laziness • Uses non-Malawian names <p>Genre/literary style</p> <ul style="list-style-type: none"> • Short story using insects as characters • Animation <p>Themes/moral lessons</p> <ul style="list-style-type: none"> • Hard work • Dangers of laziness • Value of good friends • Skills should be taught to others 	<p>Originality/creativity of story</p> <ul style="list-style-type: none"> • Adapted from earlier curriculum materials which has been told in an amusing manner that suits the present environment <p>Effectiveness in provoking images/emotions</p> <ul style="list-style-type: none"> • Easily allows reader to visualize what is happening • Evokes emotions of sympathy, sadness, happiness, admiration, etc. <p>Effectiveness in capturing readers' interest</p> <ul style="list-style-type: none"> • An engaging story that creates excitement and anticipation in the reader • Story with an interesting twist <p>Quality and appropriateness of illustrations</p> <ul style="list-style-type: none"> • Clear and of good quality • Appropriately matches the story • Helps in making predictions 	<p>Appropriate standard (term)</p> <ul style="list-style-type: none"> • Standard 3 <p>Language skills reinforced</p> <ul style="list-style-type: none"> • Reading fluency • Prediction • Comprehension <p>Subjects/themes addressed</p> <ul style="list-style-type: none"> • Social and environmental sciences • Life skills • Expressive arts • Economic independence • Preparedness <p>Suggested use</p> <ul style="list-style-type: none"> • Independent reader • Read aloud

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
CBE (Gulu 1) <i>Gulu lempira la mlambe</i>	<u>No. of pages:</u> 16 <u>Size of book:</u> A5 <u>Size of font:</u> Medium-small (14) <u>Illustrations:</u> <ul style="list-style-type: none"> • Color • Large • Every page 	Brief summary <ul style="list-style-type: none"> • A story about a girls' football (soccer) team that ends up competing with a boys' teams Social/cultural relevance <ul style="list-style-type: none"> • Portrays contemporary life in a Malawian urban setting • Discusses gender issues under current Malawian context Genre/literary style <ul style="list-style-type: none"> • Short story depicting contemporary life in Malawi Themes/moral lessons <ul style="list-style-type: none"> • Gender discrimination • Assertiveness • Decision making • Persistence • Interdependence 	Originality/creativity of story <ul style="list-style-type: none"> • An original story using familiar events to confront contemporary social issues of gender equity Effectiveness in provoking images/emotions <ul style="list-style-type: none"> • Story makes reader sympathetic for and proud of main character • Uses activities/issues familiar to children Effectiveness in capturing readers' interest <ul style="list-style-type: none"> • Keeps reader engaged and wondering what will happen next • Story ends with suspense Quality and appropriateness of illustrations <ul style="list-style-type: none"> • Clear and of good quality • Helps make predictions 	Appropriate standard (term) <ul style="list-style-type: none"> • Standard 2 (Term 3)/ Standard 3 (Term 1) Language skills reinforced <ul style="list-style-type: none"> • Reading fluency • Vocabulary development Subjects/themes addressed <ul style="list-style-type: none"> • Expressive arts • Social and environmental sciences • Numeracy • Life skills • Gender Suggested use <ul style="list-style-type: none"> • As independent reader • Read aloud story

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
CBE (Gulu 1) <i>Koda atangwanika tsiku lonse</i>	<u>No. of pages:</u> 16 <u>Size of book:</u> A5 <u>Size of font:</u> Medium-small (14) <u>Illustrations:</u> <ul style="list-style-type: none"> Color Large Every page 	Brief summary <ul style="list-style-type: none"> Story about how a schoolboy goes through his day Social/cultural relevance <ul style="list-style-type: none"> Typical of a boy growing up in a remote rural area where things are usually done in company with others Culturally, children are encouraged to help adults carry things and do other things Genre/literary style <ul style="list-style-type: none"> Short story Story told in the present tense Themes/moral lessons <ul style="list-style-type: none"> Respect Good health Communal life Balance between work and play 	Originality/creativity of story <ul style="list-style-type: none"> An original story describing events Effectiveness in provoking images/emotions <ul style="list-style-type: none"> Provokes admiration Evokes images from the text Effectiveness in capturing readers' interest <ul style="list-style-type: none"> No conflict, therefore not very interesting No structure, storyline is not connected Quality and appropriateness of illustrations <ul style="list-style-type: none"> Clear and of good quality Can help in making predictions Some do not match with text Enhances gender inequality 	Appropriate standard (term) <ul style="list-style-type: none"> Standard 2 (Term 1) but needs enlarged font Language skills reinforced <ul style="list-style-type: none"> Comprehension Subjects/themes addressed <ul style="list-style-type: none"> Chichewa tenses Social and environmental sciences Religious education Life skills Mathematics Suggested use <ul style="list-style-type: none"> Guided reading
CBE (Gulu 2) <i>Pipi, pipi! Tonse tikwere!</i>	<u>No. of pages:</u> 16 <u>Size of book:</u> A5 <u>Size of font:</u> Small (12) <u>Illustrations:</u> <ul style="list-style-type: none"> Color 	Brief summary <ul style="list-style-type: none"> Owen's experience as a driver where animals create some confusion on his bus Social/cultural relevance	Originality/creativity of story <ul style="list-style-type: none"> An original story which humorously portrays travel in the countryside Effectiveness in provoking	Appropriate standard (term) <ul style="list-style-type: none"> Standard 2 (Term 3)/Standard 3 (Term 1) font size needs to be increased

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
	<ul style="list-style-type: none"> Large Every page 	<ul style="list-style-type: none"> Portrays typical life in Malawian countryside <p>Genre/literary style</p> <ul style="list-style-type: none"> Short story, depicting rural life <p>Themes/moral lessons</p> <ul style="list-style-type: none"> Traveling in the countryside Social conflict 	<p>images/emotions</p> <ul style="list-style-type: none"> Story portrays vivid images, which the reader can easily recognize and create The story easily leads the reader to predict what's next <p>Effectiveness in capturing readers' interest</p> <ul style="list-style-type: none"> Story is engaging throughout The ending is incoherent and unsatisfactory <p>Quality and appropriateness of illustrations</p> <ul style="list-style-type: none"> The illustrations are clear and of good quality Some of the illustrations do not match the content of the text 	<p>Language skills reinforced</p> <ul style="list-style-type: none"> Reading fluency Some vocabulary development Prediction <p>Subjects/themes addressed</p> <ul style="list-style-type: none"> Life skills Social and environmental sciences <p>Suggested use</p> <ul style="list-style-type: none"> Independent reader Read aloud story
<p>CBE (Gulu 2)</p> <p><i>Masamu ngofunika ngati?</i></p>	<p><u>No. of pages:</u> 16</p> <p><u>Size of book:</u> A5</p> <p><u>Size of font:</u> Small (12)</p> <p><u>Illustrations:</u></p> <ul style="list-style-type: none"> Color Large Every page 	<p>Brief summary</p> <ul style="list-style-type: none"> Story about a girl who hated mathematics and was made to understand the importance of mathematics <p>Social/cultural relevance</p> <ul style="list-style-type: none"> Most girls in Malawi avoid mathematics 	<p>Originality/creativity of story</p> <ul style="list-style-type: none"> An original story <p>Effectiveness in provoking images/emotions</p> <ul style="list-style-type: none"> Provokes admiration for the teacher and learner Evokes pity for the learner 	<p>Appropriate standard (term)</p> <ul style="list-style-type: none"> Standard 3 (Term 1) <p>Language skills reinforced</p> <ul style="list-style-type: none"> Reading fluency Vocabulary Questioning <p>Subjects/themes addressed</p> <ul style="list-style-type: none"> Mathematics

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
		<ul style="list-style-type: none"> Reflects Malawian setting (e.g., travel, shopping) <p>Genre/literary style</p> <ul style="list-style-type: none"> Narrative mixed with repetition of structures and dialogue <p>Themes/moral lessons</p> <ul style="list-style-type: none"> Gender bias Care/love Learners should know the purpose of learning particular subjects 	<p>Effectiveness in capturing readers' interest</p> <ul style="list-style-type: none"> Causes reader to want to continue reading <p>Quality and appropriateness of illustrations</p> <ul style="list-style-type: none"> Good quality Easy to make predictions from illustrations Matches with text 	<ul style="list-style-type: none"> Social and environmental science Life skills Research skills Problem solving Guidance and counseling <p>Suggested use</p> <ul style="list-style-type: none"> Guided reading Independent reading Read aloud
<p>CBE (Gulu 2)</p> <p><i>Kudziwa chochita pa malonda</i></p>	<p><u>No. of pages:</u> 16</p> <p><u>Size of book:</u> A5</p> <p><u>Size of font:</u> Small (12)</p> <p><u>Illustrations:</u></p> <ul style="list-style-type: none"> Color Large Every page 	<p>Brief summary</p> <ul style="list-style-type: none"> Story about a mother and her son trying to make a living through buying and selling, but they meet with competition <p>Social/cultural relevance</p> <ul style="list-style-type: none"> Shows the disadvantages of doing similar businesses People in Malawi usually sell similar things and copy others' business ideas Many children in Malawi 	<p>Originality/creativity of story</p> <ul style="list-style-type: none"> An original story <p>Effectiveness in provoking images/emotions</p> <ul style="list-style-type: none"> Provokes many emotions: pity and sadness for the boy and his mother, anger toward others, admiration for the boy and his mother One can create images from the text <p>Effectiveness in capturing readers' interest</p> <ul style="list-style-type: none"> Causes reader to want 	<p>Appropriate standard (term)</p> <ul style="list-style-type: none"> Standard 3 (Term 1) <p>Language skills reinforced</p> <ul style="list-style-type: none"> Reading fluency Vocabulary Comprehension Questioning <p>Subjects/themes addressed</p> <ul style="list-style-type: none"> Social and environmental science Life skills Expressive arts <p>Suggested use</p>

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
		<p>lack school fees</p> <ul style="list-style-type: none"> About things sold in Malawi (e.g., baskets, goats, pots) <p>Genre/literary style</p> <ul style="list-style-type: none"> Narrative using repetition of structures and direct speech <p>Themes/moral lessons</p> <ul style="list-style-type: none"> Diversification of business Hard work Perseverance/resilience Creativity/invention Jealousy/envy Cooperation 	<p>to read on</p> <ul style="list-style-type: none"> The story is interesting Causes reader to want to know the reaction of the vendors and competitors <p>Quality and appropriateness of illustrations</p> <ul style="list-style-type: none"> Good quality Most pictures match the text Easy to make predictions from illustrations 	<ul style="list-style-type: none"> Guided reading Independent reading Read aloud
<p>CBE (Gulu 2)</p> <p><i>Fisi wosakhulupirika</i></p>	<p><u>No. of pages:</u> 16</p> <p><u>Size of book:</u> A5</p> <p><u>Size of font:</u> Small (12)</p> <p><u>Illustrations:</u></p> <ul style="list-style-type: none"> Color Large Every page 	<p>Brief summary</p> <ul style="list-style-type: none"> Story about a hyena who was unfaithful to his master <p>Social/cultural relevance</p> <ul style="list-style-type: none"> In Malawian folktales, a hyena is portrayed as greedy, evil, corrupt, and unfaithful <p>Genre/literary style</p> <ul style="list-style-type: none"> Short story (folk tale) Narrative <p>Themes/moral lessons</p> <ul style="list-style-type: none"> Bad habits bring trouble 	<p>Originality/creativity of story</p> <ul style="list-style-type: none"> An adaptation of a folk tale <p>Effectiveness in provoking images/emotions</p> <ul style="list-style-type: none"> Creates effective images Evokes pity, sadness, anger, and humiliation <p>Effectiveness in capturing readers' interest</p> <ul style="list-style-type: none"> Creates interest in what will happen next 	<p>Appropriate standard (term)</p> <ul style="list-style-type: none"> Standard 1 (Term 3) as read aloud Standard 3 (Term 2) <p>Language skills reinforced</p> <ul style="list-style-type: none"> Comprehension Story telling Direct and indirect speech <p>Subjects/themes addressed</p> <ul style="list-style-type: none"> Chichewa-tenses, direct

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
		<ul style="list-style-type: none"> Cheating does not pay Unfaithfulness Laziness Good parenting 	<ul style="list-style-type: none"> Lively story through direct speech Has a good ending <p>Quality and appropriateness of illustrations</p> <ul style="list-style-type: none"> Illustrations of good quality Most do not match with the text Most cannot be effectively used to make predictions 	<p>speech</p> <ul style="list-style-type: none"> Social and environmental studies Religious education Bible knowledge <p>Suggested use</p> <ul style="list-style-type: none"> Read aloud (Standard 1) Independent reading Guided reading
<p>CBE (Gulu 3)</p> <p><i>Chikondi apita ku tawuni koyamba</i></p>	<p><u>No. of pages:</u> 16</p> <p><u>Size of book:</u> A5</p> <p><u>Size of font:</u> Very small (10)</p> <p><u>Illustrations:</u></p> <ul style="list-style-type: none"> Color Large Every page 	<p>Brief summary</p> <ul style="list-style-type: none"> Story about a girl's experience in town where she gets lost on her first trip into town from the countryside <p>Social/cultural relevance</p> <ul style="list-style-type: none"> Reflects Malawian culture (e.g., chitenje, sitting mats, markets, traveling by minors) Shows the exciting experience of rural children coming to town <p>Genre/literary style</p> <ul style="list-style-type: none"> Narrative with some dialogue Repetitive, wordy structures <p>Themes/moral lessons</p>	<p>Originality/creativity of story</p> <ul style="list-style-type: none"> An original story <p>Effectiveness in provoking images/emotions</p> <ul style="list-style-type: none"> Provokes emotions (e.g., anger toward the mother, sympathy for the girl) <p>Effectiveness in capturing readers' interest</p> <ul style="list-style-type: none"> The flow is not very engaging Leaves reader inquisitive about what will happen <p>Quality and appropriateness of illustrations</p> <ul style="list-style-type: none"> Good quality Some do not match text 	<p>Appropriate standard (term)</p> <ul style="list-style-type: none"> Standard 2 (Term 3) <p>Language skills reinforced</p> <ul style="list-style-type: none"> Reading fluency Vocabulary Comprehension Asking for/giving information <p>Subjects/themes addressed</p> <ul style="list-style-type: none"> Social and environmental science Life skills <p>Suggested use</p> <ul style="list-style-type: none"> Guided reading Read aloud

Review of Existing Supplementary Materials for Early Grade Reading

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
		<ul style="list-style-type: none"> Traveling to town Heeding advice Role of the police Impulsiveness/getting carried away 		<ul style="list-style-type: none"> Independent reading
CBE (Gulu 3) <i>Chifundo mu mtengo wa mango</i>	<u>No. of pages:</u> 16 <u>Size of book:</u> A5 <u>Size of font:</u> Very small (10) <u>Illustrations:</u> <ul style="list-style-type: none"> Color Large Every page 	Brief summary <ul style="list-style-type: none"> Story about a boy who did not obey his mother and was bitten by wasps and chased by a snake Social/cultural relevance <ul style="list-style-type: none"> Children enjoy juicy mangos, which is common in Malawi Children sometimes disobey parents and get into trouble Snakes are common in Malawi Genre/literary style <ul style="list-style-type: none"> Narrative with words sentences that need to be reviewed to be appropriate for young learners Themes/moral lessons <ul style="list-style-type: none"> Importance of heeding advice Decision making Obedience 	Originality/creativity of story <ul style="list-style-type: none"> An original story Effectiveness in provoking images/emotions <ul style="list-style-type: none"> Not very effective, however, evokes sympathy for the boy and anger toward parents Effectiveness in capturing readers' interest <ul style="list-style-type: none"> Flat and not interesting Quality and appropriateness of illustrations <ul style="list-style-type: none"> Good illustrations Can make predictions from illustrations Some do not match the text 	Appropriate standard (term) <ul style="list-style-type: none"> Standard 3 Language skills reinforced <ul style="list-style-type: none"> Vocabulary, but some wrongly presented Comprehension Subjects/themes addressed <ul style="list-style-type: none"> Life skills Religious education Guidance and counseling Suggested use <ul style="list-style-type: none"> Read aloud Independent reader
CBE (Gulu 3)	<u>No. of pages:</u> 16	Brief summary	Originality/creativity of story	Appropriate standard (term)

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
<i>Kuteteza mitengo ya m'Malawi</i>	<p><u>Size of book:</u> A5</p> <p><u>Size of font:</u> Very small (10)</p> <p><u>Illustrations:</u></p> <ul style="list-style-type: none"> • Color • Large • Every page 	<ul style="list-style-type: none"> • Non-fiction description about the importance of trees and how to take care of them <p>Social/cultural relevance</p> <ul style="list-style-type: none"> • Addresses issues of environmental conservation related to planting of trees and conserving trees • This is relevant to Malawian culture with issues of firewood and charcoal <p>Genre/literary style</p> <ul style="list-style-type: none"> • Non-fiction • Descriptive, factual notes • Format with heading and objectives, much like a textbook <p>Themes/moral lessons</p> <ul style="list-style-type: none"> • Environmental conservation • Role of trees • How to care for and preserve trees 	<ul style="list-style-type: none"> • Not original or creative <p>Effectiveness in provoking images/emotions</p> <ul style="list-style-type: none"> • Too flat to evoke any emotions <p>Effectiveness in capturing readers' interest</p> <ul style="list-style-type: none"> • Not effective, very academic in tone <p>Quality and appropriateness of illustrations</p> <ul style="list-style-type: none"> • Good quality • Easy to make predictions from illustrations • Some do not match the text 	<ul style="list-style-type: none"> • Used for content for Standard 4 and above <p>Language skills reinforced</p> <ul style="list-style-type: none"> • Comprehension • Expository writing • Vocabulary <p>Subjects/themes addressed</p> <ul style="list-style-type: none"> • Agriculture • Social and environmental science • Science and technology <p>Suggested use</p> <ul style="list-style-type: none"> • Not to be used as a supplementary reader • Used for content only
CBE (Gulu 3) <i>Chitsime cha nyama</i>	<p><u>No. of pages:</u> 16</p> <p><u>Size of book:</u> A5</p> <p><u>Size of font:</u> Very small (10)</p> <p><u>Illustrations:</u></p> <ul style="list-style-type: none"> • Color 	<p>Brief summary</p> <ul style="list-style-type: none"> • Story about how a drought in an animal kingdom where a hare is lazy and uses trickery <p>Social/cultural relevance</p> <ul style="list-style-type: none"> • Some people do not participate in community 	<p>Originality/creativity of story</p> <ul style="list-style-type: none"> • Adapted from a folktale in a creative way <p>Effectiveness in provoking images/emotions</p> <ul style="list-style-type: none"> • Can effectively create images from text 	<p>Appropriate standard (term)</p> <ul style="list-style-type: none"> • Standard 3 <p>Language skills reinforced</p> <ul style="list-style-type: none"> • Comprehension • Reading fluency • Vocabulary

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
	<ul style="list-style-type: none"> Large Every page 	activities <ul style="list-style-type: none"> Promotes Malawian cultural value of communities working together Genre/literary style <ul style="list-style-type: none"> Narrative with direct speech Themes/moral lessons <ul style="list-style-type: none"> Working as a community Persistence and hard work Decision making Appearances can be deceptive 	<ul style="list-style-type: none"> Evokes admiration toward the king, anger toward the hare, and sympathy toward the animals Effectiveness in capturing readers' interest <ul style="list-style-type: none"> Has been creatively presented Even though it is a familiar story, one would want to read on Quality and appropriateness of illustrations <ul style="list-style-type: none"> Good quality Can make predictions from illustrations Some illustrations do not match text 	Subjects/themes addressed <ul style="list-style-type: none"> Social and environmental science Life skills Religious education Suggested use <ul style="list-style-type: none"> Read aloud Independent reading
MBTL (Reader 1) <i>Banja Lathu</i>	<u>No. of pages:</u> 16 <u>Size of book:</u> A5 <u>Size of font:</u> Medium-Large (18) <u>Illustrations:</u> <ul style="list-style-type: none"> Color Large Every Page 	Brief summary <ul style="list-style-type: none"> Narrative about a girl and her family members Social/cultural relevance <ul style="list-style-type: none"> Extended families are common in Malawi Due to social pressure, parents and elders do not spare time to play with children Genre/literary style	Originality/creativity of story <ul style="list-style-type: none"> Is an original story Effectiveness in provoking images/emotions <ul style="list-style-type: none"> Evokes dislike for family members who refuse to play with child Sympathy for the girl Effectiveness in capturing readers' interest <ul style="list-style-type: none"> Creates interest in 	Appropriate standard (term) <ul style="list-style-type: none"> Standard 1 and Preschool Language skills reinforced <ul style="list-style-type: none"> Vocabulary Reading fluency Comprehension Subjects/themes addressed <ul style="list-style-type: none"> Social and environmental science

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
		<ul style="list-style-type: none"> Description of own family Dialogue Repeated patterns Themes/moral lessons <ul style="list-style-type: none"> Family Work and play Parenting 	<ul style="list-style-type: none"> wanting to know more about the girl's family Creates interest in wanting to know what will happen next Quality and appropriateness of illustrations <ul style="list-style-type: none"> Poor quality, more like cartoons Wrong and inappropriate illustrations on some pages 	<ul style="list-style-type: none"> Life skills Expressive arts Suggested use <ul style="list-style-type: none"> Guided reading Independent reading
MBTL (Reader 2) <i>Mwana wathu</i>	<u>No. of pages:</u> 16 <u>Size of book:</u> A5 <u>Size of font:</u> Medium-Large (18) <u>Illustrations:</u> <ul style="list-style-type: none"> Color Large Every Page 	Brief summary <ul style="list-style-type: none"> Describes what members of the family do in the family Social/cultural relevance <ul style="list-style-type: none"> Common setting with family, pets, chores, and gifts all common in Malawi Sharing responsibilities among family members Genre/literary style <ul style="list-style-type: none"> Descriptive Repetition of patterns Use of present tense Themes/moral lessons <ul style="list-style-type: none"> Love among family members Collaboration 	Originality/creativity of story <ul style="list-style-type: none"> An original account Effectiveness in provoking images/emotions <ul style="list-style-type: none"> Evokes admiration for the family's love and cooperation Effectiveness in capturing readers' interest <ul style="list-style-type: none"> Interesting to the reader Quality and appropriateness of illustrations <ul style="list-style-type: none"> Some do not match the text Misrepresentation of old people appearing like children 	Appropriate standard (term) <ul style="list-style-type: none"> Standard 2 (term 3) Language skills reinforced <ul style="list-style-type: none"> Comprehension Reading fluency Vocabulary Subjects/themes addressed <ul style="list-style-type: none"> Social and environmental science Life skills Expressive arts Science and technology Health Suggested use <ul style="list-style-type: none"> Independent reader

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
		<ul style="list-style-type: none"> Family chores 		<ul style="list-style-type: none"> Read aloud Guided reading
MBTL (Reader 3) <i>Ku nyumba</i>	<u>No. of pages:</u> 16 <u>Size of book:</u> A5 <u>Size of font:</u> Medium-Large (18) <u>Illustrations:</u> <ul style="list-style-type: none"> Color Large Every Page 	Brief summary <ul style="list-style-type: none"> About the everyday life of a baby as it grows up among family members Social/cultural relevance <ul style="list-style-type: none"> Shows how babies are handled with a lot of care in Malawi Shows how families see children grow Genre/literary style <ul style="list-style-type: none"> Descriptive Use of present tense Themes/moral lessons <ul style="list-style-type: none"> Parental love for babies Family 	Originality/creativity of story <ul style="list-style-type: none"> Original description of how to handle babies Effectiveness in provoking images/emotions <ul style="list-style-type: none"> Effectively provokes emotions of annoyance with mother, admiration for the love of the family Effectiveness in capturing readers' interest <ul style="list-style-type: none"> Effectively captures interest Quality and appropriateness of illustrations <ul style="list-style-type: none"> Poor quality 	Appropriate standard (term) <ul style="list-style-type: none"> Standard 1 (term 3) Language skills reinforced <ul style="list-style-type: none"> Reading fluency (repeated patters) Vocabulary Comprehension Subjects/themes addressed <ul style="list-style-type: none"> Social and environmental science Life skills Home management Expressive arts Suggested use <ul style="list-style-type: none"> Read aloud Guided reading Independent reading
MBTL (Reader 4) <i>Ku sukulu</i>	<u>No. of pages:</u> 16 <u>Size of book:</u> A5 <u>Size of font:</u> Medium-Large (18) <u>Illustrations:</u> <ul style="list-style-type: none"> Color Large 	Brief summary <ul style="list-style-type: none"> About two boys' experience in school Social/cultural relevance <ul style="list-style-type: none"> Story depicts behavior typical of young children in school Depicts familiar things to Malawians: uniforms, school 	Originality/creativity of story <ul style="list-style-type: none"> An original story Effectiveness in provoking images/emotions <ul style="list-style-type: none"> Evokes admiration for the boys Eagerness for school Excitement at seeing 	Appropriate standard (term) <ul style="list-style-type: none"> Standard 1 (term 1) Language skills reinforced <ul style="list-style-type: none"> Vocabulary Comprehension Structures Questioning

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
	<ul style="list-style-type: none"> Every Page 	bags, desks, classrooms, chairs, teachers Genre/literary style <ul style="list-style-type: none"> Narrative Interactive approach Repetition of structures Some unnatural expressions used Themes/moral lessons <ul style="list-style-type: none"> School life Meeting new friends 	happy kids in school Effectiveness in capturing readers' interest <ul style="list-style-type: none"> Effectively captures interest through the narrative style Quality and appropriateness of illustrations <ul style="list-style-type: none"> Some do not match the text 	Subjects/themes addressed <ul style="list-style-type: none"> Life skills Social and developmental studies Suggested use <ul style="list-style-type: none"> Read aloud Independent reader
MBTL (Reader 5) <i>Chakudya</i>	<u>No. of pages:</u> 16 <u>Size of book:</u> A5 <u>Size of font:</u> Medium-Large (18) <u>Illustrations:</u> <ul style="list-style-type: none"> Color Large Every Page 	Brief summary <ul style="list-style-type: none"> About the food people eat at home Social/cultural relevance <ul style="list-style-type: none"> Not relevant to Malawi as unfamiliar features and experiences are depicted Effectively portrays the inquisitive mind of a child Genre/literary style <ul style="list-style-type: none"> Narrative Descriptive dialogue Questioning, repeating words Themes/moral lessons <ul style="list-style-type: none"> Food 	Originality/creativity of story <ul style="list-style-type: none"> Adaptation of process to create a story Effectiveness in provoking images/emotions <ul style="list-style-type: none"> Admiration for the willingness of children to share food and ideas Hunger for the food being described Effectiveness in capturing readers' interest <ul style="list-style-type: none"> Keeps us desiring to know more of the processes being presented Quality and appropriateness of illustrations	Appropriate standard (term) <ul style="list-style-type: none"> Standard 3 (term 3) Language skills reinforced <ul style="list-style-type: none"> Comprehension Questioning Vocabulary Subjects/themes addressed <ul style="list-style-type: none"> Social and environmental studies Life skills Science and technology Expressive arts Chichewa Suggested use <ul style="list-style-type: none"> Read aloud

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
		<ul style="list-style-type: none"> • Training kids • Socializing • Helping 	<ul style="list-style-type: none"> • Some do not match with the text 	<ul style="list-style-type: none"> • Independent reading • As text about food and food preparation
MBTL (Reader 6) <i>Fungo</i>	<u>No. of pages:</u> 16 <u>Size of book:</u> A5 <u>Size of font:</u> Medium-Large (18) <u>Illustrations:</u> <ul style="list-style-type: none"> • Color • Large • Every Page 	Brief summary <ul style="list-style-type: none"> • Two unrelated stories: <ul style="list-style-type: none"> – One on smell – One on sexual abuse Social/cultural relevance <ul style="list-style-type: none"> • Discusses issues of elderly men violating privacy of children and abusive practices • Mentions smells that are common in Malawi Genre/literary style <ul style="list-style-type: none"> • Narrative • Descriptive • Questioning and repeated patterns Themes/moral lessons <ul style="list-style-type: none"> • Sexual abuse • Smells: good and bad smells 	Originality/creativity of story <ul style="list-style-type: none"> • Original stories Effectiveness in provoking images/emotions <ul style="list-style-type: none"> • Anger toward the man who wants to sexually abuse the girl • Repulsion toward bad smells Effectiveness in capturing readers' interest <ul style="list-style-type: none"> • Not effective, needs to be improved Quality and appropriateness of illustrations <ul style="list-style-type: none"> • Some do not match with the text • Some portray sensitive issues (sexual abuse) 	Appropriate standard (term) <ul style="list-style-type: none"> • Standard 2 Language skills reinforced <ul style="list-style-type: none"> • Questioning • Comprehension • Vocabulary Subjects/themes addressed <ul style="list-style-type: none"> • Life skills • Chichewa • Science and technology Suggested use <ul style="list-style-type: none"> • Guided reading • Independent reading • Read aloud
MBTL (Reader 7) <i>Nthano za nyama</i>	<u>No. of pages:</u> 16 <u>Size of book:</u> A5 <u>Size of font:</u> Medium-Large (18) <u>Illustrations:</u>	Brief summary <ul style="list-style-type: none"> • Two stories: <ul style="list-style-type: none"> – One of domestic animals – One of a tortoise and a monkey 	Originality/creativity of story <ul style="list-style-type: none"> • Adapted from a folktale Effectiveness in provoking images/emotions <ul style="list-style-type: none"> • Sympathy for the tortoise 	Appropriate standard (term) <ul style="list-style-type: none"> • Standard 3 and above Language skills reinforced <ul style="list-style-type: none"> • Comprehension • Vocabulary

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
	<ul style="list-style-type: none"> Color Large Every Page 	<p>Social/cultural relevance</p> <ul style="list-style-type: none"> People keep animals at home Story derived from a familiar folktale Irrelevant in some instances (e.g., washing animals) <p>Genre/literary style</p> <ul style="list-style-type: none"> Narrative with repetitive patterns <p>Themes/moral lessons</p> <ul style="list-style-type: none"> Care for animals Friendship Vengeance 	<ul style="list-style-type: none"> Satisfaction with how monkey was treated <p>Effectiveness in capturing readers' interest</p> <ul style="list-style-type: none"> One wants to know what happened to the monkey in the second story <p>Quality and appropriateness of illustrations</p> <ul style="list-style-type: none"> Some do not match with the text 	<ul style="list-style-type: none"> Fluency <p>Subjects/themes addressed</p> <ul style="list-style-type: none"> Social and environmental studies Agriculture Life skills Religious education <p>Suggested use</p> <ul style="list-style-type: none"> Read aloud Independent reading
MBTL (Reader 8) <i>Kugula zinthu</i>	<p><u>No. of pages:</u> 16</p> <p><u>Size of book:</u> A5</p> <p><u>Size of font:</u> Medium-Large (18)</p> <p><u>Illustrations:</u></p> <ul style="list-style-type: none"> Color Large Every Page 	<p>Brief summary</p> <ul style="list-style-type: none"> About shopping <p>Social/cultural relevance</p> <ul style="list-style-type: none"> Children get excited to go shopping <p>Genre/literary style</p> <ul style="list-style-type: none"> Narrative Dialogue Repeating structures <p>Themes/moral lessons</p> <ul style="list-style-type: none"> Excitement Shopping Socializing Parenting 	<p>Originality/creativity of story</p> <ul style="list-style-type: none"> Original story <p>Effectiveness in provoking images/emotions</p> <ul style="list-style-type: none"> Irritation at the behavior of the girl in the shop Annoyance for forgetting to buy sugar <p>Effectiveness in capturing readers' interest</p> <ul style="list-style-type: none"> Does not capture readers' interest very well <p>Quality and appropriateness of illustrations</p> <ul style="list-style-type: none"> Some do not match with 	<p>Appropriate standard (term)</p> <ul style="list-style-type: none"> Standard 3 <p>Language skills reinforced</p> <ul style="list-style-type: none"> Comprehension Vocabulary Fluency <p>Subjects/themes addressed</p> <ul style="list-style-type: none"> Social studies Chichewa Life skills <p>Suggested use</p> <ul style="list-style-type: none"> Read aloud Independent reading

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
			the text	<ul style="list-style-type: none"> Guided reading
MBTL (Reader 9) <i>Zochitika zapadera</i>	<u>No. of pages:</u> 16 <u>Size of book:</u> A5 <u>Size of font:</u> Medium-Large (18) <u>Illustrations:</u> <ul style="list-style-type: none"> Color Large Every Page 	Brief summary <ul style="list-style-type: none"> A collection of two stories concerning a birthday party and a clinic Social/cultural relevance <ul style="list-style-type: none"> Birthday parties are common in urban areas Treatment at the clinic Genre/literary style <ul style="list-style-type: none"> Narratives Themes/moral lessons <ul style="list-style-type: none"> Love among children Friends Health and health care 	Originality/creativity of story <ul style="list-style-type: none"> Both stories are original and creative Effectiveness in provoking images/emotions <ul style="list-style-type: none"> None Effectiveness in capturing readers' interest <ul style="list-style-type: none"> Story about clinic is interesting to read, other is not Quality and appropriateness of illustrations <ul style="list-style-type: none"> Matches with the text 	Appropriate standard (term) <ul style="list-style-type: none"> Standard 2 and above Language skills reinforced <ul style="list-style-type: none"> Vocabulary Comprehension Fluency Subjects/themes addressed <ul style="list-style-type: none"> Health Life skills Social and environmental studies Suggested use <ul style="list-style-type: none"> Independent reader Read aloud
MBTL (Reader 10) <i>Mvula ndi mphepo</i>	<u>No. of pages:</u> 16 <u>Size of book:</u> A5 <u>Size of font:</u> Medium-Large (18) <u>Illustrations:</u> <ul style="list-style-type: none"> Color Large Every Page 	Brief summary <ul style="list-style-type: none"> Stories about rain Social/cultural relevance <ul style="list-style-type: none"> Tells children not to go outdoors when it is raining and there is lightning Discusses how wind can be useful Listen to what elders say Themes/moral lessons <ul style="list-style-type: none"> Weather 	Originality/creativity of story <ul style="list-style-type: none"> Original and appropriate for learners Effectiveness in provoking images/emotions <ul style="list-style-type: none"> Effectively provokes images Effectiveness in capturing readers' interest <ul style="list-style-type: none"> Provokes interest in what will happen next Quality and appropriateness of	Appropriate standard (term) <ul style="list-style-type: none"> Standard 3 Language skills reinforced <ul style="list-style-type: none"> Vocabulary Comprehension Fluency Subjects/themes addressed <ul style="list-style-type: none"> Life skills Suggested use <ul style="list-style-type: none"> Independent reader

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
		<ul style="list-style-type: none"> Dangers of lightning Listening to elders 	illustrations <ul style="list-style-type: none"> Good illustrations that match the text 	
PSSP <i>Mmela n'poyamba: Buku loyamba</i>	<u>No. of pages:</u> 16 <u>Size of book:</u> 20cm x 20cm <u>Size of font:</u> Medium (16) <u>Illustrations:</u> <ul style="list-style-type: none"> Color Medium Some pages 	Brief summary <ul style="list-style-type: none"> Composed of a variety of short stories, poems, and riddles written by local teachers, learners, and community members from Dowa District Social/cultural relevance <ul style="list-style-type: none"> Learners are taught respect for elders and authority Depicts exploitation and child abuse in society Emphasizes the importance of assisting each other during times of need Genre/literary style <ul style="list-style-type: none"> Short stories Folk tales Poems Riddles Songs Narratives Using metaphors and symbolism Themes/moral lessons	Originality/creativity of story <ul style="list-style-type: none"> Most stories have been adapted from folk tales and commonly known sources Written by local Malawians who interject their own voice Effectiveness in provoking images/emotions <ul style="list-style-type: none"> Uses effective images as metaphors/symbols of common themes Reader can easily sympathize with characters in the stories Use of personification brings objects to life Riddles effectively provoke images Effectiveness in capturing readers' interest <ul style="list-style-type: none"> Stories are very interesting Riddles are thought-provoking 	Appropriate standard (term) <ul style="list-style-type: none"> Standard 2 (Term 3) and above Orthography is not standard Language skills reinforced <ul style="list-style-type: none"> Vocabulary development Reading fluency Comprehension Prediction Subjects/themes addressed <ul style="list-style-type: none"> Social and environmental studies Life skills Suggested use <ul style="list-style-type: none"> Independent reading Read aloud

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
		<ul style="list-style-type: none"> Respect for elders Child abuse and exploitation Good behavior Selflessness Interdependence Self-esteem 	Quality and appropriateness of illustrations <ul style="list-style-type: none"> Some pictures are clear and detailed Some pictures are misleading and do not match with the text 	
PSSP <i>Mmela n'poyamba: Buku lachiwiri</i>	<u>No. of pages:</u> 24 <u>Size of book:</u> 20cm x 20cm <u>Size of font:</u> Medium (16) <u>Illustrations:</u> <ul style="list-style-type: none"> Color Medium Some pages 	Brief summary <ul style="list-style-type: none"> Book containing several short stories and poems written by local teachers, learners, and community members from Dowa District Social/cultural relevance <ul style="list-style-type: none"> Talks about HIV/AIDS, which is affecting communities throughout Malawi Several stories address the importance of education Discourages discrimination Encourages morality Genre/literary style <ul style="list-style-type: none"> Short stories Poems Uses personification, narratives Themes/moral lessons <ul style="list-style-type: none"> Gender equity 	Originality/creativity of story <ul style="list-style-type: none"> Stories address themes that are common in Malawi in an original manner Effectiveness in provoking images/emotions <ul style="list-style-type: none"> Personification brings objects to life Not very emotive Effectiveness in capturing readers' interest <ul style="list-style-type: none"> One or two stories are very engaging, but the others not so much Quality and appropriateness of illustrations <ul style="list-style-type: none"> Most pictures match the text 	Appropriate standard (term) <ul style="list-style-type: none"> Standard 2 and above Orthography is not standard Language skills reinforced <ul style="list-style-type: none"> Vocabulary Comprehension Subjects/themes addressed <ul style="list-style-type: none"> Life skills Social and environmental science Expressive arts Aspirations in life Suggested use <ul style="list-style-type: none"> Read aloud Independent reader

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
		<ul style="list-style-type: none"> Orphans HIV/AIDS Education 		
PSSP <i>Mmela n'poyamba: Buku lachitatu</i>	<u>No. of pages:</u> 20 <u>Size of book:</u> 20cm x 20cm <u>Size of font:</u> Medium (16) <u>Illustrations:</u> <ul style="list-style-type: none"> Color Medium Some pages 	Brief summary <ul style="list-style-type: none"> A collection of stories and poems written by local teachers, learners, and community members from Dowa District Social/cultural relevance <ul style="list-style-type: none"> Addresses issues relevant to Malawi, such as environmental degradation, the need to care for books, respect for elders, magical practices/superstition in society Genre/literary style <ul style="list-style-type: none"> Poems Short stories Rhyming, narratives, personification Themes/moral lessons <ul style="list-style-type: none"> Environment Importance of education Respect for others 	Originality/creativity of story <ul style="list-style-type: none"> Most of the stories are original A few stories have been adapted Effectiveness in provoking images/emotions <ul style="list-style-type: none"> Brings objects to life Most stories do not provoke images Effectiveness in capturing readers' interest <ul style="list-style-type: none"> Do not capture interest Quality and appropriateness of illustrations <ul style="list-style-type: none"> Some are clear and match with text A few are not clear and do not match with text 	Appropriate standard (term) <ul style="list-style-type: none"> Standard 3 and above Language skills reinforced <ul style="list-style-type: none"> Vocabulary Reading fluency Comprehension Rhyming Subjects/themes addressed <ul style="list-style-type: none"> Social and environmental studies Suggested use <ul style="list-style-type: none"> Read aloud Independent reader

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
PSSP <i>Mmela n'poyamba: Buku lachinayi</i>	<u>No. of pages:</u> 20 <u>Size of book:</u> 20cm x 20cm <u>Size of font:</u> Medium (16) <u>Illustrations:</u> <ul style="list-style-type: none"> Color Medium Some pages 	Brief summary <ul style="list-style-type: none"> Collection of five poems and four stories written by teachers and learners from Dowa District Social/cultural relevance <ul style="list-style-type: none"> Stories depict traditional Malawian beliefs Importance of water, education Addresses child labor, abuse issues Genre/literary style <ul style="list-style-type: none"> Poems Short stories Rhyming, personification, narrative, informative, and factual Themes/moral lessons <ul style="list-style-type: none"> Traditional beliefs Importance of education Child abuse Water conservation 	Originality/creativity of story <ul style="list-style-type: none"> Most are original Effectiveness in provoking images/emotions <ul style="list-style-type: none"> Somewhat effective Personification brings objects to life Effectiveness in capturing readers' interest <ul style="list-style-type: none"> Very limited effectiveness Quality and appropriateness of illustrations <ul style="list-style-type: none"> Good and clear illustrations, except for one Illustrations match the text 	Appropriate standard (term) <ul style="list-style-type: none"> Standards 2 and 3 Language skills reinforced <ul style="list-style-type: none"> Reading fluency Vocabulary Comprehension Prediction Subjects/themes addressed <ul style="list-style-type: none"> Social and environmental studies Agriculture Life skills School feeding program Suggested use <ul style="list-style-type: none"> Read aloud Independent reading
PSSP <i>Kanthu n'khama: Buku loyamba</i>	<u>No. of pages:</u> 40 <u>Size of book:</u> 20cm x 20cm <u>Size of font:</u> Medium-small (14) <u>Illustrations:</u>	Brief summary <ul style="list-style-type: none"> Compilation of short stories, poems, and riddles written by local teachers, learners, and community members 	Originality/creativity of story <ul style="list-style-type: none"> Some stories, poems, and riddles have been adapted from existing folktales with little 	Appropriate standard (term) <ul style="list-style-type: none"> Standard 3 and above Language skills reinforced <ul style="list-style-type: none"> Reading fluency

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
	<ul style="list-style-type: none"> Black and White Medium Some pages 	<p>from Dowa District</p> <p>Social/cultural relevance</p> <ul style="list-style-type: none"> Discusses importance of education Addresses issues of substance or drug abuse, family planning, environmental conservation, and orphanage <p>Genre/literary style</p> <ul style="list-style-type: none"> Poems Stories Riddles Narrative, rhyming, repeated patterning, and dialogue <p>Themes/moral lessons</p> <ul style="list-style-type: none"> Education Environmental conservation Substance and drug abuse Family planning 	<p>originality</p> <p>Effectiveness in provoking images/emotions</p> <ul style="list-style-type: none"> Not very effective <p>Effectiveness in capturing readers' interest</p> <ul style="list-style-type: none"> Only one story captures readers' interest <p>Quality and appropriateness of illustrations</p> <ul style="list-style-type: none"> Illustrations match with the text 	<ul style="list-style-type: none"> Vocabulary Comprehension Prediction <p>Subjects/themes addressed</p> <ul style="list-style-type: none"> Social and environmental science Life skills Health education <p>Suggested use</p> <ul style="list-style-type: none"> Read aloud Independent reading
<p>PSSP</p> <p><i>Kanthu n'khama: Buku lachiwiri</i></p>	<p><u>No. of pages:</u> 47</p> <p><u>Size of book:</u> 20cm x 20cm</p> <p><u>Size of font:</u> Medium-small (14)</p> <p><u>Illustrations:</u></p> <ul style="list-style-type: none"> Black and White Medium 	<p>Brief summary</p> <ul style="list-style-type: none"> Stories and poems from Dowa by teachers and learners <p>Social/cultural relevance</p> <ul style="list-style-type: none"> Orphanages Games and traditional dances 	<p>Originality/creativity of story</p> <ul style="list-style-type: none"> Most stories are original and creative <p>Effectiveness in provoking images/emotions</p> <ul style="list-style-type: none"> Most stories are effective <p>Effectiveness in capturing readers' interest</p>	<p>Appropriate standard (term)</p> <ul style="list-style-type: none"> Standard 3 and above <p>Language skills reinforced</p> <ul style="list-style-type: none"> Vocabulary Comprehension Reading fluency <p>Subjects/themes addressed</p>

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
	<ul style="list-style-type: none"> Some pages 	<ul style="list-style-type: none"> Folktales related to Malawian culture Importance of education, morality, gender <p>Genre/literary style</p> <ul style="list-style-type: none"> Poems Short stories <p>Themes/moral lessons</p> <ul style="list-style-type: none"> HIV/AIDS education Importance of education Orphanage Morality Poverty 	<ul style="list-style-type: none"> Most stories are interesting <p>Quality and appropriateness of illustrations</p> <ul style="list-style-type: none"> Clear but not colored Most match with the text 	<ul style="list-style-type: none"> Social and environmental studies Life skills Creative arts <p>Suggested use</p> <ul style="list-style-type: none"> Read aloud Independent reading
<p>PSSP</p> <p><i>Kanthu n'khama: Buku lachitatu</i></p>	<p><u>No. of pages:</u> 28</p> <p><u>Size of book:</u> 20cm x 20cm</p> <p><u>Size of font:</u> Medium-small (14)</p> <p><u>Illustrations:</u></p> <ul style="list-style-type: none"> Color Medium Some pages 	<p>Brief summary</p> <ul style="list-style-type: none"> A collection of poems and stories written by teachers and learners in Dowa District <p>Social/cultural relevance</p> <ul style="list-style-type: none"> Importance of education Morality HIV/AIDS <p>Genre/literary style</p> <ul style="list-style-type: none"> Stories Poems <p>Themes/moral lessons</p> <ul style="list-style-type: none"> Morality HIV/AIDS 	<p>Originality/creativity of story</p> <ul style="list-style-type: none"> There is creativity in the stories, but they do not portray everyday life <p>Effectiveness in provoking images/emotions</p> <ul style="list-style-type: none"> None <p>Effectiveness in capturing readers' interest</p> <ul style="list-style-type: none"> None <p>Quality and appropriateness of illustrations</p> <ul style="list-style-type: none"> Illustrations are colored Do not match with the 	<p>Appropriate standard (term)</p> <ul style="list-style-type: none"> Standard 4 and above <p>Language skills reinforced</p> <ul style="list-style-type: none"> Comprehension Vocabulary <p>Subjects/themes addressed</p> <ul style="list-style-type: none"> Life skills Social and environmental studies <p>Suggested use</p> <ul style="list-style-type: none"> Read aloud Independent reading

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
		<ul style="list-style-type: none"> Politics Importance of education 	text	
PSSP <i>Luso lathu: Buku loyamba</i>	<u>No. of pages:</u> 40 <u>Size of book:</u> 20cm x 20cm <u>Size of font:</u> Medium-small (14) <u>Illustrations:</u> <ul style="list-style-type: none"> Black and White Medium Some pages 	Brief summary <ul style="list-style-type: none"> Book that contains 12 stories and 5 poems written by local teachers, learners, and community members from Dowa District Social/cultural relevance <ul style="list-style-type: none"> Encourage the education of girls Issues of hard work Gender roles within Malawian society Community involvement in education Genre/literary style <ul style="list-style-type: none"> Short stories Poems Narrative, folktales, dialogue, singing, rhyming Themes/moral lessons <ul style="list-style-type: none"> Gender equity Responsible behavior Envy Dishonesty Perseverance 	Originality/creativity of story <ul style="list-style-type: none"> Most stories are original while others have been adapted from already existing folktales Effectiveness in provoking images/emotions <ul style="list-style-type: none"> Poems are not well articulated Most stories do not provoke images or emotions Effectiveness in capturing readers' interest <ul style="list-style-type: none"> Most stories do not capture the readers' interest Quality and appropriateness of illustrations <ul style="list-style-type: none"> Most pictures do not match the content of the stories Cover illustration does not depict content of book Some stories do not have illustrations No color 	Appropriate standard (term) <ul style="list-style-type: none"> Not appropriate for Standards 1-4 Orthography is not standard Language skills reinforced <ul style="list-style-type: none"> Comprehension Vocabulary Prediction Figures of speech Subjects/themes addressed <ul style="list-style-type: none"> Life skills Social and environmental science Suggested use <ul style="list-style-type: none"> Independent reader

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
		<ul style="list-style-type: none"> Hard work 		
PSSP <i>Luso lathu: Buku lachiwiri</i>	<u>No. of pages:</u> 36 <u>Size of book:</u> 20cm x 20cm <u>Size of font:</u> Medium-small (14) <u>Illustrations:</u> <ul style="list-style-type: none"> Black and White Medium Some pages 	Brief summary <ul style="list-style-type: none"> Collection of 13 poems and 3 stories written by teachers and learners in Dowa District Social/cultural relevance <ul style="list-style-type: none"> Addresses issues related to HIV/AIDS, importance of education, and morality Genre/literary style <ul style="list-style-type: none"> Poems Short stories Poetic form, narrative, personification Themes/moral lessons <ul style="list-style-type: none"> Importance of education HIV/AIDS Honesty Deception 	Originality/creativity of story <ul style="list-style-type: none"> Most are original Effectiveness in provoking images/emotions <ul style="list-style-type: none"> Some stories are effective Can easily predict the stories Effectiveness in capturing readers' interest <ul style="list-style-type: none"> Not effective because issues are above the level of learners Issues are not age appropriate Quality and appropriateness of illustrations <ul style="list-style-type: none"> Poor quality Not gender sensitive Do not match with the text 	Appropriate standard (term) <ul style="list-style-type: none"> Standards 3 and 4 Language skills reinforced <ul style="list-style-type: none"> Reading fluency Vocabulary Comprehension Figures of speech Subjects/themes addressed <ul style="list-style-type: none"> Social and environmental science Life skills HIV/AIDS Suggested use <ul style="list-style-type: none"> Read aloud Independent reader
MTPDS <i>Nditha Kuwerenga</i>	<u>No. of pages:</u> 71 <u>Size of book:</u> A4 <u>Size of font:</u> Varies from very large to large <u>Illustrations:</u> <ul style="list-style-type: none"> Black and White Every page 	Brief summary <ul style="list-style-type: none"> Reader workbook structured with 18 mutus, each mutu introduces a new letter and builds upon the letters already learned Social/cultural relevance	Originality/creativity of story <ul style="list-style-type: none"> All passages are original Limited creativity because the passages have limited use of words which have already been introduced in the workbook 	Appropriate standard (term) <ul style="list-style-type: none"> Standard 1 Language skills reinforced <ul style="list-style-type: none"> Alphabetic principle Phonologic awareness Decoding skills

Series and Title	Statistics	Content	Creativity/Quality	Curriculum Complement
		<ul style="list-style-type: none"> • Passages and stories are very basic, but reflect Malawian culture and society <p>Genre/literary style</p> <ul style="list-style-type: none"> • Workbook: Builds from simple words to sentences to paragraphs • Short stories • Words with matching pictures <p>Themes/moral lessons</p> <ul style="list-style-type: none"> • Various Malawian themes integrated into basic passages 	<p>Effectiveness in provoking images/emotions</p> <ul style="list-style-type: none"> • Limited effectiveness <p>Effectiveness in capturing readers' interest</p> <ul style="list-style-type: none"> • Effective in the sense that the book is the first introduction to reading <p>Quality and appropriateness of illustrations</p> <ul style="list-style-type: none"> • Basic quality • Appropriate as they effectively match the text 	<ul style="list-style-type: none"> • Reading fluency <p>Subjects/themes addressed</p> <ul style="list-style-type: none"> • Chichewa <p>Suggested use</p> <ul style="list-style-type: none"> • As workbook for Maziko a Kuwerenga program • Guided reading

Appendix 4. Cost Projections for Printing Supplementary Readers Nationwide

Table 4-1. National and multi-district cost projections¹ for printing CBE, MBTL and PSSP books by series (based on exchange rate of MK330 to USD\$1)

No.	Title	Std	National Printing			Printing in 10 Districts			Printing in 5 Districts		
			Qty	Unit Price (MK)	Total (MK)	Qty	Unit Price (MK)	Total (MK)	Qty	Unit Price (MK)	Total (MK)
Malawi Teacher Professional Development Support (MTPDS) Books											
1	Nditha Kuwerenga	1	925,452	344.58	318,892,250.16	338,277	350.44	118,545,791.88	189,041	356.40	67,374,212.40
Complementary Basic Education (CBE) Books											
1	Kuyambira kumunda kuthera kunsalu	2	697,639	62.90	43,881,493.10	251,628	64.38	16,199,810.64	136,528	66.42	9,068,189.76
2	Ali ndi Margo	3	652,606	62.90	41,048,917.40	236,866	64.55	15,289,700.30	126,999	66.75	8,477,183.25
3	Gulu lempira la mlambe	2	697,639	62.90	43,881,493.10	251,628	64.38	16,199,810.64	136,528	66.42	9,068,189.76
4	Koda atangwanika tsiku lonse	2	697,639	62.90	43,881,493.10	251,628	64.38	16,199,810.64	136,528	66.42	9,068,189.76
5	Pipi, pipi! Tonse tikwere!	2	697,639	62.90	43,881,493.10	251,628	64.38	16,199,810.64	136,528	66.42	9,068,189.76
6	Masamu ngofunika ngati?	3	652,606	62.90	41,048,917.40	236,866	64.55	15,289,700.30	126,999	66.75	8,477,183.25
7	Kudziwa chochita pa malonda	3	652,606	62.90	41,048,917.40	236,866	64.55	15,289,700.30	126,999	66.75	8,477,183.25
8	Fisi wosakhulupirika	3	652,606	62.90	41,048,917.40	236,866	64.55	15,289,700.30	126,999	66.75	8,477,183.25
9	Chikondi apita ku tawuni koyamba	2	697,639	62.90	43,881,493.10	251,628	64.38	16,199,810.64	136,528	66.42	9,068,189.76
10	Chifundo mu mtengo wa mango	3	652,606	62.90	41,048,917.40	236,866	64.55	15,289,700.30	126,999	66.75	8,477,183.25
11	Kuteteza mitengo ya m’Malawi	4	527,638	62.90	33,188,430.20	184,532	65.28	12,046,248.96	92,474	68.54	6,338,167.96
12	Chitsime cha nyama	3	652,606	62.90	41,048,917.40	236,866	64.55	15,289,700.30	126,999	66.75	8,477,183.25
Total cost for series:					498,889,400.10			184,783,503.96			102,542,216.26

¹ Cost projections provided by Kris Offset printing company in Blantyre.

Review of Existing Supplementary Materials for Early Grade Reading

No.	Title	Std	National Printing			Printing in 10 Districts			Printing in 5 Districts		
			Qty	Unit Price (MK)	Total (MK)	Qty	Unit Price (MK)	Total (MK)	Qty	Unit Price (MK)	Total (MK)
Malawi Breakthrough to Literacy (MBTL) Books*											
1	Banja Lathu	1	925,452	62.65	57,979,567.80	338,277	63.75	21,565,158.75	189,041	65.20	12,325,473.20
2	Mwana wathu	2	697,639	62.90	43,881,493.10	251,628	64.38	16,199,810.64	136,528	66.42	9,068,189.76
3	Ku nyumba	1	925,452	62.65	57,979,567.80	338,277	63.75	21,565,158.75	189,041	65.20	12,325,473.20
4	Ku sukulu	1	925,452	62.65	57,979,567.80	338,277	63.75	21,565,158.75	189,041	65.20	12,325,473.20
5	Chakudya	3	652,606	62.90	41,048,917.40	236,866	64.55	15,289,700.30	126,999	66.75	8,477,183.25
6	Fungo	2	697,639	62.90	43,881,493.10	251,628	64.38	16,199,810.64	136,528	66.42	9,068,189.76
7	Nthano za nyama	3	652,606	62.90	41,048,917.40	236,866	64.55	15,289,700.30	126,999	66.75	8,477,183.25
8	Kugula zinthu	3	652,606	62.90	41,048,917.40	236,866	64.55	15,289,700.30	126,999	66.75	8,477,183.25
9	Zochitika zapadera	2	697,639	62.90	43,881,493.10	251,628	64.38	16,199,810.64	136,528	66.42	9,068,189.76
10	Mvula ndi mphepo	3	652,606	62.90	41,048,917.40	236,866	64.55	15,289,700.30	126,999	66.75	8,477,183.25
Total cost for series:					469,778,852.30			174,453,709.37			98,089,721.88
Primary School Support Project (PSSP) Books											
1	Mmela n’poyamba: Buku loyamba	2	697,639	137.29	95,778,858.31	251,628	139.76	35,167,529.28	136,528	142.28	19,425,203.84
2	Mmela n’poyamba: Buku lachiwiri	2	697,639	183.34	127,905,134.26	251,628	186.46	46,918,556.88	136,528	189.63	25,889,804.64
3	Mmela n’poyamba: Buku lachitatu	3	652,606	162.20	105,852,693.20	236,866	165.30	39,153,949.80	126,999	169.60	21,577,130.10
4	Mmela n’poyamba: Buku lachinai	2	697,639	161.54	112,696,604.06	251,628	164.37	41,360,094.36	136,528	167.25	22,834,308.00
5	Kanthu n’khama: Buku loyamba	3	652,606	238.20	155,450,749.20	236,866	240.48	56,961,535.68	126,999	243.62	30,939,496.38
6	Kanthu n’khama: Buku lachiwiri	3	652,606	276.25	180,282,407.50	236,866	278.75	66,026,397.50	126,999	282.18	35,836,577.82
7	Kanthu n’khama: Buku lachitatu	4	527,638	200.70	105,896,946.40	184,532	203.90	37,626,074.80	92,474	208.90	19,317,818.60
8	Luso lathu: Buku loyamba	4	527,638	238.20	125,683,371.60	184,532	240.48	44,376,255.36	92,474	243.62	22,528,515.88

No.	Title	Std	National Printing			Printing in 10 Districts			Printing in 5 Districts		
			Qty	Unit Price (MK)	Total (MK)	Qty	Unit Price (MK)	Total (MK)	Qty	Unit Price (MK)	Total (MK)
9	Luso lathu: Buku lachiwiri	3	652,606	238.20	155,450,749.20	236,866	241.50	57,203,139.00	126,999	247.60	31,444,952.40
10	Power of the mind	4	527,638	161.54	85,234,642.52	184,532	164.37	30,331,524.84	92,474	167.25	15,466,276.50
Total cost for series:					1,250,232,156.25						245,260,084.16
Total cost for all books:					2,537,792,658.81						513,266,234.70

*MBTL materials require additional royalty fees which have not been included in these totals

Table 4-2. District cost projections¹ for printing CBE, MBTL and PSSP books by series (based on exchange rate of MK330 to USD\$1)

No.	Title	Std	Large District ¹			Medium District ²			Small District ³		
			Qty ⁴	Unit Price (MK)	Total (MK)	Qty ⁴	Unit Price (MK)	Total (MK)	Qty ⁴	Unit Price (MK)	Total (MK)
Malawi Teacher Professional Development (MTPDS) Books											
1	Nditha Kuwerenga	1	44,410	399.64	17,748,012.40	26,504	435.85	11,551,768.40	13,167	527.45	6,944,934.15
Complementary Basic Education (CBE) Books											
1	Kuyambira kumunda kuthera kunsalu	2	32,683	80.54	2,632,288.82	20,317	91.80	1,865,100.60	10,383	120.50	1,251,151.50
2	Ali ndi Margo	3	30,363	81.96	2,488,551.48	19,275	93.48	1,801,827.00	9,638	125.32	1,207,834.16
3	Gulu lempira la mlambe	2	32,683	80.54	2,632,288.82	20,317	91.80	1,865,100.60	10,383	120.50	1,251,151.50
4	Koda atangwanika tsiku lonse	2	32,683	80.54	2,632,288.82	20,317	91.80	1,865,100.60	10,383	120.50	1,251,151.50

¹ Cost projections provided by Kris Offset printing company in Blantyre.

Review of Existing Supplementary Materials for Early Grade Reading

No.	Title	Std	Large District ¹			Medium District ²			Small District ³			
			Qty ⁴	Unit Price (MK)	Total (MK)	Qty ⁴	Unit Price (MK)	Total (MK)	Qty ⁴	Unit Price (MK)	Total (MK)	
5	Pipi, pipi! Tonse tikwere!	2	32,683	80.54	2,632,288.82	20,317	91.80	1,865,100.60	10,383	120.50	1,251,151.50	
6	Masamu ngofunika ngati?	3	30,363	81.96	2,488,551.48	19,275	93.48	1,801,827.00	9,638	125.32	1,207,834.16	
7	Kudziwa chochita pa malonda	3	30,363	81.96	2,488,551.48	19,275	93.48	1,801,827.00	9,638	125.32	1,207,834.16	
8	Fisi wosakhulupirika	3	30,363	81.96	2,488,551.48	19,275	93.48	1,801,827.00	9,638	125.32	1,207,834.16	
9	Chikondi apita ku tawuni koyamba	2	32,683	80.54	2,632,288.82	20,317	91.80	1,865,100.60	10,383	120.50	1,251,151.50	
10	Chifundo mu mtengo wa mango	3	30,363	81.96	2,488,551.48	19,275	93.48	1,801,827.00	9,638	125.32	1,207,834.16	
11	Kuteteza mitengo ya m’Malawi	4	23,358	87.96	2,054,569.68	16,174	99.50	1,609,313.00	8,393	134.36	1,127,683.48	
12	Chitsime cha nyama	3	30,363	81.96	2,488,551.48	19,275	93.48	1,801,827.00	9,638	125.32	1,207,834.16	
Total cost for series:					30,147,322.66				21,745,778.00			14,630,445.94
Malawi Breakthrough to Literacy (MBTL) Books*												
1	Banja Lathu	1	44,410	75.60	3,357,396.00	26,504	84.90	2,250,189.60	13,167	108.20	1,424,669.40	
2	Mwana wathu	2	32,683	80.54	2,632,288.82	20,317	91.80	1,865,100.60	10,383	120.50	1,251,151.50	
3	Ku nyumba	1	44,410	75.60	3,357,396.00	26,504	84.90	2,250,189.60	13,167	108.20	1,424,669.40	
4	Ku sukulu	1	44,410	75.60	3,357,396.00	26,504	84.90	2,250,189.60	13,167	108.20	1,424,669.40	
5	Chakudya	3	30,363	81.96	2,488,551.48	19,275	93.48	1,801,827.00	9,638	125.32	1,207,834.16	
6	Fungo	2	32,683	80.54	2,632,288.82	20,317	91.80	1,865,100.60	10,383	120.50	1,251,151.50	
7	Nthano za nyama	3	30,363	81.96	2,488,551.48	19,275	93.48	1,801,827.00	9,638	125.32	1,207,834.16	
8	Kugula zinthu	3	30,363	81.96	2,488,551.48	19,275	93.48	1,801,827.00	9,638	125.32	1,207,834.16	
9	Zochitika zapadera	2	32,683	80.54	2,632,288.82	20,317	91.80	1,865,100.60	10,383	120.50	1,251,151.50	
10	Mvula ndi mphepo	3	30,363	81.96	2,488,551.48	19,275	93.48	1,801,827.00	9,638	125.32	1,207,834.16	
Total cost for series:					27,923,260.38	19,553,178.60					12,858,799.34	

Review of Existing Supplementary Materials for Early Grade Reading

No.	Title	Std	Large District ¹			Medium District ²			Small District ³		
			Qty ⁴	Unit Price (MK)	Total (MK)	Qty ⁴	Unit Price (MK)	Total (MK)	Qty ⁴	Unit Price (MK)	Total (MK)
Primary School Support Project (PSSP) Books											
1	Mmela n’poyamba: Buku loyamba	2	32,683	169.47	5,538,788.01	20,317	193.16	3,924,431.72	10,383	253.54	2,632,505.82
2	Mmela n’poyamba: Buku lachiwiri	2	32,683	216.23	7,067,045.09	20,317	231.92	4,711,918.64	10,383	279.81	2,905,267.23
3	Mmela n’poyamba: Buku lachitatu	3	30,363	194.80	5,914,712.40	19,275	209.80	4,043,895.00	9,638	255.00	2,457,690.00
4	Mmela n’poyamba: Buku lachinai	2	32,683	193.39	6,320,565.37	20,317	207.42	4,214,152.14	10,383	250.25	2,598,345.75
5	Kanthu n’khama: Buku loyamba	3	30,363	258.20	7,839,726.60	19,275	280.89	5,414,154.75	9,638	324.90	3,131,386.20
6	Kanthu n’khama: Buku lachiwiri	3	30,363	305.65	9,280,450.95	19,275	323.45	6,234,498.75	9,638	370.65	3,572,324.70
7	Kanthu n’khama: Buku lachitatu	4	23,358	238.20	5,563,875.60	16,174	255.45	4,131,648.30	8,393	308.20	2,586,722.60
8	Luso lathu: Buku loyamba	4	23,358	268.00	6,259,944.00	16,174	289.47	4,681,887.78	8,393	342.03	2,870,657.79
9	Luso lathu: Buku lachiwiri	3	30,363	279.36	8,482,207.68	19,275	298.25	5,748,768.75	9,638	355.20	3,423,417.60
10	Power of the mind	4	23,358	183.99	4,297,638.42	16,174	198.73	3,214,259.02	8,393	234.81	1,970,760.33
Total cost for series:					66,564,953.94			46,319,614.85			28,149,078.02
Total cost for all books:					142,383,549.38			99,170,339.85			62,583,257.45

*MBTL materials require additional royalty fees which have not been included in these totals

1- Large district refers to the largest 11 districts which range from 105,000-155,000 Std. 1-4 learners per district in the 2011 EMIS data

2- Medium district refers to the middle 11 districts which range from 65,000-105,000 Std. 1-4 learners per district in the 2011 EMIS data

3- Small district refers to the smallest 11 districts (excluding Likoma) which range from 14,000-65,000 Std. 1-4 learners per district in the 2011 EMIS data

4- The quantity for each size of district is taken from the average number of learners per standard among the 11 districts within that size category (large, medium, small) according to the 2011 EMIS data, therefore, the calculations are for one book to be printed per learner in the district

Table 4-3. Cost estimates¹ for CBE, MBTL and PSSP books by standard (based on exchange rate of MK330 to USD\$1)

Book Title			Pages	Unit Price Each	Total	Unit Price Each	Total	Unit Price Each	Total	Unit Price Each	Total	Unit Price Each	Total
STD 1 BOOKS				Large District ² (44,410)		Medium District ³ (26,504)		Small District ⁴ (13,167)		Printing in 5 Districts (189,041)		Printing in 10 Districts (338,277)	
Nditha Kuwerenga (MTPDS)	A4	71		399.64	17,748,012.40	435.85	11,551,768.40	527.45	6,944,934.15	356.40	67,374,212.40	350.44	118,545,791.88
Banja Lathu (MBTL*)	A5	16		75.60	3,357,396.00	84.90	2,250,189.60	108.20	1,424,669.40	65.20	12,325,473.20	63.75	21,565,158.75
Ku Nyumba (MBTL*)	A5	16		75.60	3,357,396.00	84.90	2,250,189.60	108.20	1,424,669.40	65.20	12,325,473.20	63.75	21,565,158.75
Ku Sukulu (MBTL*)	A5	16		75.60	3,357,396.00	84.90	2,250,189.60	108.20	1,424,669.40	65.20	12,325,473.20	63.75	21,565,158.75
STD 2 BOOKS				Large District (32,683)		Medium District (20,317)		Small District (10,383)		Printing in 5 Districts (136,528)		Printing in 10 Districts (251,628)	
Kuyambira kumunda kuthera kunsalu (CBE)	A5	16		80.54	2,632,288.82	91.80	1,866,116.45	120.5	1,251,151.50	66.42	9,068,189.76	64.38	16,199,810.64
Gulu lempira la mlambe (CBE)	A5	16		80.54	2,632,288.82	91.80	1,866,116.45	120.5	1,251,151.50	66.42	9,068,189.76	64.38	16,199,810.64
Koda atangwanika tsiku lonse (CBE)	A5	16		80.54	2,632,288.82	91.80	1,866,116.45	120.5	1,251,151.50	66.42	9,068,189.76	64.38	16,199,810.64
Chikondi apita ku tawuni koyamba (CBE)	A5	16		80.54	2,632,288.82	91.80	1,866,116.45	120.5	1,251,151.50	66.42	9,068,189.76	64.38	16,199,810.64
Pipi Pipi! Tonse tikwere! (CBE)	A5	16		80.54	2,632,288.82	91.80	1,866,116.45	120.5	1,251,151.50	66.42	9,068,189.76	64.38	16,199,810.64
Mwana wathu (MBTL*)	A5	16		80.54	2,632,288.82	91.80	1,866,116.45	120.5	1,251,151.50	66.42	9,068,189.76	64.38	16,199,810.64
Fungo (MBTL*)	A5	16		80.54	2,632,288.82	91.80	1,866,116.45	120.5	1,251,151.50	66.42	9,068,189.76	64.38	16,199,810.64
Zochitika zapadera (MBTL*)	A5	16		80.54	2,632,288.82	91.80	1,866,116.45	120.5	1,251,151.50	66.42	9,068,189.76	64.38	16,199,810.64
M'mela n'poyamba: Buku loyamba (PSSP)	20 x20	16		169.47	5,538,788.01	193.16	3,924,431.72	253.54	2,632,505.82	142.28	19,425,203.84	139.76	35,167,529.28

¹ Cost estimates provided by Kris Offset printing company in Blantyre.² Large district refers to the largest 11 districts which range from 105,000-155,000 Std. 1-4 learners per district in the 2011 EMIS data³ Medium district refers to the middle 11 districts which range from 65,000-105,000 Std. 1-4 learners per district in the 2011 EMIS data⁴ Small district refers to the smallest 11 districts (excluding Likoma) which range from 14,000-65,000 Std. 1-4 learners per district in the 2011 EMIS data

Review of Existing Supplementary Materials for Early Grade Reading

Book Title				Unit Price Each	Total	Unit Price Each	Total	Unit Price Each	Total	Unit Price Each	Total	Unit Price Each	Total	
M'mela n'poyamba: Buku lachiwiri (PSSP)			20 x20	24	216.23	7,067,045.09	231.92	4,711,918.64	279.81	2,905,267.23	189.63	25,889,804.64	186.46	46,918,556.88
M'mela n'poyamba: Buku lachinai (PSSP)			20 x 20	20	193.39	6,320,565.37	207.42	4,214,152.14	250.25	2,598,345.75	169.60	15,683,590.40	165.30	30,503,139.60
STD 3 BOOK				Large District (30,363)		Medium District (19,275)		Small District (9,638)		Printing in 5 Districts (126,999)		Printing in 10 Districts (236,866)		
Ali ndi Margo (CBE)			A5	16	81.96	2,488,551.48	93.48	1,801,827.00	125.32	1,207,834.16	66.75	8,477,183.25	64.55	15,289,700.30
Masamu ngofunika Ngati? (CBE)			A5	16	81.96	2,488,551.48	93.48	1,801,827.00	125.32	1,207,834.16	66.75	8,477,183.25	64.55	15,289,700.30
Kudziwa chochita pa malonda (CBE)			A5	16	81.96	2,488,551.48	93.48	1,801,827.00	125.32	1,207,834.16	66.75	8,477,183.25	64.55	15,289,700.30
Fisi wosakhulupirika (CBE)			A5	16	81.96	2,488,551.48	93.48	1,801,827.00	125.32	1,207,834.16	66.75	8,477,183.25	64.55	15,289,700.30
Chifundo mu mtengo wa mango (CBE)			A5	16	81.96	2,488,551.48	93.48	1,801,827.00	125.32	1,207,834.16	66.75	8,477,183.25	64.55	15,289,700.30
Chitsime cha nyama (CBE)			A5	16	81.96	2,488,551.48	93.48	1,801,827.00	125.32	1,207,834.16	66.75	8,477,183.25	64.55	15,289,700.30
Nthano za nyama (MBTL*)			A5	16	81.96	2,488,551.48	93.48	1,801,827.00	125.32	1,207,834.16	66.75	8,477,183.25	64.55	15,289,700.30
Chakudya (MBTL*)			A5	16	81.96	2,488,551.48	93.48	1,801,827.00	125.32	1,207,834.16	66.75	8,477,183.25	64.55	15,289,700.30
Kugula zinthu (MBTL*)			A5	16	81.96	2,488,551.48	93.48	1,801,827.00	125.32	1,207,834.16	66.75	8,477,183.25	64.55	15,289,700.30
Mvula ndi Mphepo (MBTL*)			A5	16	81.96	2,488,551.48	93.48	1,801,827.00	125.32	1,207,834.16	66.75	8,477,183.25	64.55	15,289,700.30
M'mela n'poyamba: Buku lachitatu (PSSP)			20 x 20	20	194.80	5,914,712.40	209.80	4,043,895.00	255.00	2,457,690.00	167.25	21,240,582.75	164.37	38,933,664.442
Kanthu n'khama: Buku loyamba (PSSP)			20 x 20	40	258.20	7,839,726.60	280.89	5,414,154.75	324.90	3,131,386.20	243.62	30,939,496.38	240.48	56,961,535.68
Kanthu n'khama: Buku lachiwiri (PSSP)			20 x 20	47	305.65	9,280,450.95	323.45	6,234,498.75	370.65	3,572,324.70	282.18	35,836,577.82	278.75	66,026,397.50
Luso lathu: Buku lachiwiri (PSSP)			20 x 20	36	279.36	8,482,207.68	298.25	5,748,768.75	355.20	3,423,417.60	247.60	22,896,562.40	241.50	44,564,478.00
STD 4 BOOK				Large District (23,358)		Medium District (16,174)		Small District (8,393)		Printing in 5 Districts (92,474)		Printing in 10 Districts (184,532)		
Kuteteza mitengo ya m'Malawi (CBE)			A5	16	87.96	2,054,569.68	99.50	1,609,313.00	134.36	1,127,683.48	68.54	6,338,167.96	65.28	12,046,248.96

Review of Existing Supplementary Materials for Early Grade Reading

Book Title			Pages	Unit Price Each	Total	Unit Price Each	Total	Unit Price Each	Total	Unit Price Each	Total	Unit Price Each	Total
Kanthu n'khama: Buku lachitatu (PSSP)		20 x 20	28	238.20	5,563,875.60	255.45	4,131,648.30	308.20	2,586,722.60	208.90	19,317,818.60	203.90	37,626,074.80
Luso lathu: Buku loyamba (PSSP)		20 x 20	40	268.00	6,259,944.00	289.47	4,681,887.78	342.03	2,870,657.79	243.62	30,939,496.38	240.48	56,961,535.68

*MBTL materials require additional royalty fees which have not been included in these totals

Table 4-4. Range of unit prices according to book size and quantity (based on exchange rate of MK330 to USD\$1)

Book Size	Book Quantity	Unit Price
A5 – 16 pages	20,000	K91.85 Each
A5 – 16 pages	50,000	K82.60 Each
A5 – 16 pages	100,000	K68.50 Each
20 x 20 cm – 20 pages	20,000	K192.40 Each
20 x 20 cm – 20 pages	50,000	K180.00 Each
20 x 20 cm – 20 pages	100,000	K172.00 Each
20 x 20 cm – 24 pages	20,000	K199.98 Each
20 x 20 cm – 24 pages	50,000	K185.00 Each
20 x 20 cm – 24 pages	100,000	K178.00 Each
20 x 20 cm – 28 pages	20,000	K256.00 Each
20 x 20 cm – 28 pages	50,000	K245.00 Each
20 x 20 cm – 28 pages	100,000	K228.00 Each
20 x 20 cm – 36 pages	20,000	K279.20 Each
20 x 20 cm – 36 pages	50,000	K263.80 Each
20 x 20 cm – 36 pages	100,000	K245.34 Each
20 x 20 cm – 40 pages	20,000	K282.89 Each
20 x 20 cm – 40 pages	50,000	K274.60 Each
20 x 20 cm – 40 pages	100,000	K248.20 Each
20 x 20 cm – 47 pages	20,000	K322.60 Each
20 x 20 cm – 47 pages	50,000	K298.50 Each
20 x 20 cm – 47 pages	100,000	K280.20 Each